

BARRY UNIVERSITY

2013-2014
Graduate Catalog



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ACADEMIC CALENDAR – 2013-2014

***Please note that some schools may have another schedule i.e., ACE, POD**

***SUMMER 2013**

Orientation I
Orientation II
Registration

Thursday, June 19
Friday, June 20
Thursday, June 19 – Friday, June 20

***FALL 2013**

Orientation New Faculty/Staff
Assembly
Professional Development Sessions, New Faculty/Staff
Orientation III
Registration

Monday, August 19
Tuesday, August 20
Tuesday, August 20
Monday, June 24 – Tuesday June 25
Monday, June 24 (Transfer students)
Friday, June 25 (First-Year students)
Thursday, June 27 – Friday, June 28
Thursday, June 27 (Transfer students)
Friday, June 28 (First-Year students)
Thursday, August 22 – Friday, August 23
Thursday, August 22 (Transfer students)
Friday, August 23 (First-Year students)
Sunday, August 25
Monday, August 26
Monday, September 2
Friday, October 11
Thursday, November 28 – Sunday, December 1
Friday, December 6
Monday – Friday, December 9-13
Saturday, December 14

Orientation IV
Registration

Orientation V
Registration

New Student Investiture
Classes Begin
Labor Day
Fall Holiday
Thanksgiving Holiday
Classes End
Final Exams
Commencement

***SPRING 2014**

Spring Orientation
Registration

Sunday – Tuesday, January 5-7
Monday, January 6 (Transfer students)
Tuesday, January 7 (First Year students)
Wednesday, January 8
Monday, January 20
Monday – Sunday, March 3-9
Thursday – Sunday, April 17-20
Friday, April 25
Monday – Friday, April 28 – May 2
Saturday, May 3

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

***SUMMER I 2014**

Classes Begin
Classes End

Monday, May 5
Friday, June 13

***SUMMER II 2014**

Classes Begin
Classes End

Monday, June 16
Friday, July 25

School of Adult and Continuing Education (ACE)

SPRING 2013

Session A
Session B

January 7 – March 4
March 6 – May 4

SUMMER 2013

May 28 – July 25

FALL SEMESTER, 2013

Session A
Session B

August 12 – October 7
October 10 – December 7

SPRING SEMESTER, 2014

Session A
Session B

January 6 – March 3
March 6 – May 3

ACCREDITATION

Barry University is accredited by the Southern Association of Colleges and Schools to award baccalaureate, masters, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Barry University. 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).

In the College of Health Sciences, the **undergraduate and master's programs in 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 Programs** are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The **Bachelor of Science in Clinical Biology with a Histotechnology Specialization, Post-Baccalaureate Certificate in Histotechnology and Master of Science in Clinical Biology with a Histotechnology Specialization** are 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 Master of Science in Medical Biotechnology has been recognized as a Professional Science Master's (PSM) Program by the Council of Graduate Schools.

The **Adrian Dominican School of Education (AD-SOE)** offers a **Bachelor of Science in Education (B.S.) degree with a (M.S.) option**; the B.S. program offers the following areas of specialization: Early and Middle Childhood (Elementary Education), Infancy and Early Childhood (PreK/Primary) and Special Education (Exceptional Student Education). All of the specializations are approved by the Florida Department of Education (DOE) as follows, each with endorsements (also State Approved): English for Speakers of Other Languages (ESOL) and Reading; Elementary Education/ESOL/Reading; Exceptional Student Education/ESOL/Reading and PreK-Primary/ESOL/Reading. Due to Florida's reciprocal certification agreement, graduates of these specializations may meet eligibility requirements for teacher certification in most states.

The School of Education's **graduate Educational Leadership, Reading, School Counseling and School Psychology programs** are also approved by the DOE. The School of Education's **Master of Science Counseling programs** in Marital, Couple, Family Counseling/Therapy, Mental Health Counseling and School Counseling and **Ph.D. Counseling program** with a specialization in Marital, Couple, Family Counseling/Therapy 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 **School Psychology program** is accredited by the National Association of School Psychologists (NASP). Further, ADSOE is approved by the DOE to offer endorsements in Autism, Gifted Education, Reading, and TESOL.

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 **Doctor of Podiatric Medicine Program in 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).

The **School of Human Performance and Leisure Sciences' Athletic Training Program** is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The **Physical Education Program** is approved by the Florida Department of Education (DOE) as standard **teacher training program**, and, because of Florida's reciprocal certification agreement, are in a position to graduate students eligible for teacher certification in most states.

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

Barry University **School of Law** is fully accredited by the American Bar Association (Section of Legal Education & Admissions to the Bar, ABA, 321 N. Clark St., Chicago, IL 60654 (312) 988-6738).

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

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and University experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

CORE COMMITMENTS

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Inclusive Community

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

LEARNING ENVIRONMENT

Barry University, through its two academic colleges and seven 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 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, Histotechnology, 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 34.8% for full-time, first-time freshmen entering in the Fall of 2003.

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 moot court facilities room along with the Barry Café and Student Lounge.

ADRIAN HALL—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Information Systems Center and Office of the Registrar; the administrative offices for the Biology Department, 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 Admissions, Career Services, and Student Life offices as well as 5 classrooms and 1 mini court room. It also houses the Center for Earth Jurisprudence and a faculty lounge.

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 have been specifically designed to be used for accounting classes, one computer lab, thirty-eight faculty offices, and the administrative offices of the School.

ANDY GATO GALLERY—The fine art gallery for Barry University was established in the fall of 2008. This spacious, state of the art facility, built to honor the memory of Andy Gato, is located on the second floor of Thompson Hall and has over 4000 square feet of exhibition space. The Andy Gato Gallery also serves as a lecture facility, reception hall and student lounge area. The exhibition space reflects the long history of Barry University's visual arts programs by including the work of graduate and undergraduate art, graphic design and photography students, faculty and alumni.

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 of Siena, Benincasa opened 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 sophomore, junior and senior students.

BROWNE HALL—Built in 1985, Browne Hall was named after Sister M. Dorothy Browne, Barry's third president. It houses male and female students in double suites; a bathroom is shared between two rooms. Browne houses first year and transfer students.

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 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 freshmen students.

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.

DOMINICAN HALL—Named after St. Dominic de Guzman, Dominican Hall is our newest residence hall on campus which was opened in Fall 2012. It is located on the corner of NW 2nd Avenue and 115th Street. It houses upper class male and female students.

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 the Cashier/Business Office.

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 sophomore, junior and senior 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 and the Glenn Hubert Learning Center.

116 BUILDING—This building, located at 11600 NE 2nd Avenue, houses classrooms and administrative offices for Facilities Management, and Conference and Event Services.

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

HPLS ANNEX—This building is located at 99 NW 115th 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 sophomore, junior and senior students and has a lounge on each floor.

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.

LEGAL ADVOCACY CENTER—This three story, 32,400 sq. ft. LEED building built in 2011, located at Barry University – Orlando, houses several administrative offices, including the Dean’s Suite, Institutional Advancement, Finance, Human Resources, Registrar, and Financial Aid. The building also contains 2 large classrooms, 5 small court rooms, 2 seminar rooms and a large 300 multi-purpose room.

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 René Mottram-Doss, one of Barry's benefactors. It contains 16 five-bedroom/two-bath and three-bedroom/one-bath apartments. Mottram-Doss houses sophomore, junior and senior students.

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

O'LAUGHLIN HALL—Completed in November of 2000, this building 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.

PELICAN THEATRE—This small black box theatre has become a very popular venue for intimate theatrical productions. Accommodating 50 in the audience it is used by students and outside professional theatre companies.

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 first-year freshmen students in double suites; a bathroom is shared between two rooms.

SCHOOL OF PODIATRIC MEDICINE—This building houses classrooms and administrative offices for the School of Podiatric Medicine and the Physician Assistant Program.

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, the Business Center, Purchasing, Accounts Payable and 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 sophomore, junior and senior women.

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, first-year freshmen and transfer 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, and an auditorium. Administrative and faculty offices for the College of Health Sciences, 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 five 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. Conditional Admission— Some schools/colleges and programs offer conditional admission to applicants who meet Barry University’s academic requirements but who lack evidence of English proficiency (TOEFL or equivalent). Applicants admitted conditionally must provide evidence of English proficiency before they will be permitted to register for classes.
5. Admission To Class—Some schools/colleges 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 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 admission decision cannot be reached unless the file is current and ALL necessary 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/college 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, available at www.barry.edu/graddocuments. Readmission is contingent upon approval by the dean of each school/college involved and by the Vice President of Student Affairs.

Change of Graduate Program

Applicants who wish to change their graduate program at Barry University prior to registration must inform the Office of Admissions **in writing**, and, in some cases, must reapply or submit other documentation. Admitted students who wish to change to another

academic program must complete a Change of Major/Change of School form, available at www.barry.edu/graddocuments. Acceptance to the new program is not guaranteed. Change of program after registration is contingent upon approval by the dean of each school/college involved and by 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. Changes may be sent to GradAdmissions@mail.barry.edu. 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 (master's degree or higher for specialist or doctoral applicants) 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 application may be found at www.barry.edu/apply or on your specific program website. If applicable, a paper application can also be obtained from www.barry.edu/graddocuments or 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, or documentation for the appropriate waiver, as required by the individual school/college 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 TOEFL or IELTS score. The minimum required scores are:
IELTS: 6.5
TOEFL iBT: 79
TOEFL paper based test: 550
The minimum acceptable score may be higher for some programs. The TOEFL or IELTS 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. 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 readmission. See above section entitled "Readmission." Exceptions apply to continuous and sequential programs. See specific program for details.

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 (available at www.barry.edu/graddocuments) 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/college 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/college 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 (available at www.barry.edu/graddocuments), 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/college 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/colleges 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. an official 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 financial verification form may be obtained from 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. (Current sponsorship amounts and a sample bank letter may be obtained from 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 Cen-

ter section of this catalog or refer to www.barry.edu/healthservices 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, but may apply to certificate programs.
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 application may be found at www.barry.edu/apply. A paper application is available at www.barry.edu/graddocuments or by contacting the Office of Admissions.
3. Educational documents must be supplied to the Office of Admissions as follows:
 - a. Official 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 photocopied or returned to the applicant.**
4. Transcript Evaluation Policy: International credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The evaluation must be "course-by-course with GPA," and should be sent directly from the evaluating agency to Barry University. For a list of NACES members, please visit www.naces.org/members.htm. The admission decision and transfer evaluation require official transcripts and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
5. 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 must submit a TOEFL or IELTS score. The minimum required scores are:

IELTS: 6.5

TOEFL iBT: 79

TOEFL paper based test: 550

The minimum acceptable score may be higher for some programs. The TOEFL or IELTS 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. Conditional Admission may be offered to applicants who meet Barry University's academic requirements but who lack evidence of English proficiency (TOEFL or IELTS). Applicants admitted conditionally must provide evidence of English proficiency before they will be permitted to register for classes. For complete TOEFL information refer to www.toefl.org, email toefl@ets.org or write to: TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541. For complete IELTS information refer to www.ielts.org, email ielts@ieltsintl.org, or write to: IELTS International, 825 Colorado Boulevard, Los Angeles, CA 90041.

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. Students who complete Masters Level 112 are not required to sit for the TOEFL or IELTS examination (see 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, 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 SERVICES

DIVISION OF BUSINESS DEVELOPMENT AND OPERATIONS

305-899-2900

busdevops@mail.barry.edu.

The Division of Business Development and Operations was established to “focus on entrepreneurial and business opportunities within the various national and international communities in which Barry University operates and to oversee all auxiliary services, on- and off-campus facilities utilization and the buying, selling and/or leasing of institutional/residential properties.”

The Division supports the University’s mission by providing to the campus and extended communities innovative services and strategic business partnerships to continuously improve value and enhance the overall experience of Barry students, faculty and staff. Staff members of the Division are charged with successfully managing University resources while offering the highest levels of quality, value, innovation, and excellence in the products and services provided.

Functions of the Division comprise:

- Administrative provision and supervision of *Auxiliary Services* (dining, vending, bookstore and ELS Center;) the *Student Union* Office and facilities, including University ID services; and the *Public Safety Department*, including parking services
- Development/formation/structuring of affiliations and new business ventures
- Development/reorganization of designated programs, services and/or operating structures
- Property leasing, acquisition and sales
- Initiation and management of large renovation and new building projects

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—new, used and rental, 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, and/or University debit card. Items may also be purchased on line at 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 students residing in a university residence hall or house are required to choose from one of five meal plan options. Students residing in the Holly House apartment complex can purchase one of three available meal plans through the Housing and Residence Life office. Commuter students can purchase a commuter meal plan through the Cashier Business Office or make cash purchases at any of the dining facilities. 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

Located on the second floor of R. Kirk Landon Student Union, Roussell Dining Hall offers a restaurant-quality food with unlimited seconds! It’s dining that places an emphasis on enjoyment as well as 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); Deli Bar (made to order deli sandwiches); Soup Station; Salad Bar (fresh and healthy); Desserts (cookies, cakes and fresh baked treats); and Beverages.

This facility serves students on resident, commuter and faculty/staff meal plans, plus faculty, staff and guests of the University. Those not on meal plans can purchase meals with cash, credit card or Flex Bucs.

Dining Hall Hours of Operation:

Breakfast:	7:30 AM - 10:30 AM
Lunch:	11:00 AM - 2:00 PM
Light Meal:	2:00 PM - 5:00 PM
Dinner:	5:00 PM - 8:00 PM

Saturday – Sunday:

Brunch:	10:00 AM - 2:00 PM
Dinner:	5:30 PM - 8:00 PM

Dining Hall Policies & Procedures

1. Meal plan participants must present their valid university ID card at point of sale. This card **may only** be used by the person for whom it was issued.
2. Customers are permitted to request a “meal-to-go” **instead** of eating in the facility by purchasing a reusable take out container and mug from the cashier. When choosing a “meal-to-go” from Roussell Dining Hall, students must state that choice to the cashier upon entering the dining hall. Only one “meal-to-go” per meal period is permitted.
3. Foods not prepared in this facility are not permitted in the Dining Hall.

WOW Café and Wingery

A fun, casual dining restaurant featuring wraps, over-sized salads, burgers, quesadillas, fajitas, chicken tenders, and of course wings — with 20 tantalizing sauces and dressings with the flavors of Southern Louisiana!

WOW Café and Wingery is located on the first floor of R. Kirk Landon Student Union.

Purchases can be made with cash, credit or debit cards, Flex Bucs, or Dining Dollars from resident, Holly House, commuter or Faculty/Staff meal plans. Those on a meal plan can use a \$5.50 meal value to purchase rotating meal combos or to purchase other menu items and apply the \$5.50 to the cost of those items during designated hours.

WOW Hours of Operation:

Monday – Thursday:	11:00 AM - 11:30 PM
Friday:	11:00 AM - 1:00 AM
Saturday:	3:00 PM - 1:00 AM
Sunday:	Closed

Bar at Bucky’s Cove

Monday – Thursday:	5:00 PM - 11:00 PM
Friday:	5:00 PM - 12:30 AM
Saturday:	3:00 PM - 12:30 AM
Sunday:	Closed

Buc Stop Café

The Buc Stop Café is located on the first floor of Thompson Hall. It features an Einstein’s Bagels outlet, a Buc Deli, Starbucks, The Grille, and Simply To Go sandwiches, salads and sushi, plus a wide variety of snacks and cold beverages. Purchases can be made with cash, credit or debit cards, Flex Bucs or Dining Dollars from resident, commuter or faculty/staff meal plans. Those on a meal plan can use a \$5.50 meal value to purchase rotating meal combos or to purchase other menu items and apply the \$5.50 to the cost of those items during designated hours.

Buc Stop Hours of Operation:

Monday - Friday:

Buc Deli:	11:00 AM - 6:00 PM
Einstein Bagel:	7:30 AM - 6:00 PM
Grill:	7:30 AM - 11:30 PM
Café:	7:30 AM - 11:30 PM

Saturday:

Buc Deli:	Closed
Einstein Bagel:	Closed
Grill:	8:30 AM - 2:00 PM
Café:	8:30 AM - 2:00 PM

Sunday:

Buc Deli:	Closed
Einstein Bagel:	Closed
Grill:	7:00 PM - 11:00 PM
Café:	7:00 PM - 11:00 PM

Sandella’s Flatbread Café:

(SE corner of Dominican Hall)

Sandella’s is a casual dining facility serving the most popular grilled flatbreads, sandwiches, paninis, quesadillas, & salads – all made using a delicious, brick oven flatbread. Adjacent to the café is a C-store with a wide variety of food products and grab-and-go items.

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit/debit card, Dining Dollars or Flex Bucs. Those on a meal plan can use a \$5.50 meal value to purchase rotating meal combos or to purchase other menu items and apply the \$5.50 to the cost of those items during designated hours.

Regular Semester Hours:

Monday - Thursday	7:30 AM - 11:00 PM
Friday	7:30 AM - 2:00 PM
Saturday - Sunday	Closed

Sandella's C-Store:

(SE corner of Dominican Hall)

This convenience store serves students, faculty, staff and guests of the University. Purchases can be made with cash, credit/debit card, Dining Dollars or Flex Bucs.

Monday - Thursday	7:30 AM - 11:00 PM
Friday	7:30 AM - 10:00 PM
Saturday - Sunday	10:00 AM - 10:00 PM

Le Café International

Le Café provides a selection of grab-and-go items, espresso coffees, baked goods, smoothies, sandwiches, and 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 or debit cards or Flex Bucs.

Le Café Hours of Operation:

Wiegand Lobby	
Monday-Friday:	7:30 AM - 5:00 PM
Garner:	
Monday-Friday:	7:30 AM - 7:30 PM

STUDENT UNION OFFICE

Landon Student Union, Room 103
305-899-4900
studentunion@mail.barry.edu

The purpose of the Student Union Office is to integrate all aspects of campus life by serving students, faculty and staff with ID cards, general campus information, room reservations and support services. The Union maintains and supports the University-wide ID Card system, University television services, access control system, assigns University meal plans, and provides event support (staging, lighting, sound) for student events and University functions for the main campus. The Union strives to support and complement the academic process by providing excellent service to Barry community members and visitors.

Concierge Center and Information Desk

Our qualified Staff can offer information about locations, hours, and services offered on campus and in the local community. They 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, vending machines refunds, 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, athletic facilities and sporting events 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 Le Café 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 making any purchases with your card. Flex bucks and Dining Dollars for use in these locations can be added to the ID card account through the Cashier/Business Office (Farrell Hall, Room 110). 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**Vendors**

Vendors must go through an approval process with the Student Union Office before being allowed on campus and in the Landon Student Union.

Room Reservation

The Landon Student Union serves as the primary facility for students to meet and gather on campus.

Specific spaces within Landon Student Union can be reserved for student-oriented functions on a first come, first serve basis. All Landon Student Union space reservations must be requested through the Student Union Office via the online EMS system. For more details please contact the office.

Posting and Publicity

Only registered student organizations, academic units, and University departments and approved non-university entities may publicize in the Landon Student Union. All publicity material intended for the Landon Student Union must be approved by the Student Union Office. For more details simply contact the office.

For more information about any of the services listed above, please contact the Student Union Office at 305-899-4900 or studentunion@mail.barry.edu.

PUBLIC SAFETY

Landon Student Union, Room 100
305-899-3335 (M-F, 8:30 am - 5:00 pm)
psdoffice@mail.barry.edu

The Public Safety Department (PSD) at Barry University is committed to working with the community to facilitate the development and maintenance of a safe environment and support the continued evolution of the Barry University Mission.

A safe campus is everyone's responsibility. Do your part to protect yourself and others. Increased awareness by all of us can help prevent crime and keep our community safe. Crime prevention and awareness is not the sole responsibility of the Public Safety department. It is a joint venture with the community which it serves. The Public Safety department provides information, assistance, and service to aid campus occupants in the protection process.

Emergency Numbers

Public Safety Department 305-899-3333
Campus Security (24 hours a day, 7 days a week)

Public Safety Office (Non-Emergency)
(Monday - Friday, 9am - 5pm) 305-899-3335

Student Health Services (University Nurses)
(Monday - Friday, 9am - 5pm) 305-899-3750

Dade County Emergency 911

Miami Shores Police 305-759-2468

North Miami Police 305-891-8111
(for Holly House Residence)

Metro Fire-Rescue 305-759-2468

Metro-Dade Police (Non-Emergency)
305-595-6263

University Hotline 305-899-4000

Barry University has a full-time security force supplied by 50 State Security Service (www.50state.com), under the direction 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 this beautiful South Florida campus.

The security force provides complete campus protection services to all of the students, faculty and staff. Security officers equipped with radios are centrally dispatched. Their vehicles routinely patrol the campus area.

The Public Safety department utilizes patrolling officers to observe and detect crimes and threats on the campus. The Public Safety department's function is primarily informational and advisory, rather than regulatory. Public Safety personnel are not police of-

ficers and are not empowered as such. The primary protective means used are restricting campus access to only those authorized persons for reasonable and safe purposes. The inspection and maintenance of locks, doors, windows, lights, and alarms are coordinated by both the Public Safety department and the Physical Plant department.

Extra security is provided for all University functions including athletic competition, social events, and other special activities as required.

The security force patrols all student parking areas and provides free assistance for keys locked inside cars and dead battery starts. Campus security is also responsible for the enforcement of campus parking and traffic regulations.

Timely Warnings

In the event a serious situation arises, either on or near campus, which constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued to students, faculty, and staff.

Services

The **Rape Aggression Defense (RAD) System** is a program of realistic self-defense tactics and techniques. The RAD System comprises two comprehensive courses, one for women and one for men, that begin with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. RAD is not a martial arts program. The courses are taught by certified RAD Instructors and provide you with a workbook/reference manual.

The **Silent Witness** program is a confidential way of providing information to Barry University Public Safety if you have witnessed a crime. If you know of a crime that has occurred on campus and would like to report it anonymously, please go to <http://www.barry.edu/publicSafety/silentwitness.htm> to fill out an anonymous web form.

DIVISION OF STUDENT AFFAIRS

Recognizing the Catholic and Dominican heritage of Barry University, the Division of Student Affairs offers a developmental and student centered approach to *transformative Catholic education* through the provision of extra- and co-curricular programs and services. Divisional staff members incorporate the University Mission into all Student Affairs' operations, emphasizing Barry's Core Commitments of *Knowledge and Truth, Social Justice, Inclusive Community and Collaborative Service*, as well as values, maturity, respect for oneself and respect for others.

The Division of Student Affairs comprises: Campus Ministry, Career Services, Counseling and Psychological Services, Commencement, Dean of Students, De Porres Center for Ethical Leadership, Disability Services, Housing and Residence Life, Center for Student Involvement, International & Multicultural Programs, Student Advocacy Center and the Student Health Center.

Students are involved in all aspects of the Student Affairs Division through the Student Government Association, departmental advisory committees, and involvement with each staff member of the division.

OFFICE OF THE DEAN OF STUDENTS AND STUDENT ADVOCACY

The Office of the Dean of Students supports the intellectual and personal development of all students through providing a combination of advocacy, programming, and services that enhance the University community, including the University disciplinary process.

The Student Advocacy Center, which is part of the Office of the Dean of Students, was formed to assist students find their place at Barry. Staff members help students become better informed so that they can focus on their classes, make important decisions about their futures and pursue their educational goals successfully. The Center refers students to appropriate departments and people, familiarizes them with University policies and guidelines, and offers guidance as students investigate problem-solving and decision-making.

CAMPUS MINISTRY

The Department of Campus Ministry, in accordance with the mission of Barry University, our Catholic identity, and our Adrian Dominican foundation, seeks to provide students, faculty and staff opportunities for the development of their faith, and celebration of religious practices. Grounded in the teachings of the Second Vatican Council and Jesus' call to love God and love neighbor, the Campus Ministry staff seek to provide a presence and be a resource for Barry University and its' members of all faiths and religions. We offer opportunities for individual and communal prayer, spiritual formation, retreats, worship and sacramental celebrations, community service and reflection. All students are encouraged to seek a fitting response to the presence of God in their lives while fulfilling their academic pursuits.

In collaboration with the Dean of Students and the Vice-President for Student Affairs, the Office of Campus Ministry promotes a non-proselytization policy.

Worship Schedule

Sunday Community Masses	11:00 a.m.
	7:30 p.m. (during the academic year)
Daily Mass	12:05 p.m. (Monday - Friday)

Campus Ministry oversees the sacramental life of the community by offering daily and Sunday Mass, the RCIA (Rite of Christian Initiation of Adults), and opportunities for communal penance services. The Sacrament of Reconciliation (Confession) is available on an individual basis by appointment with the University Chaplain. All Masses are held in Cor Jesu Chapel. For information on the Sacrament of Baptism and Matrimony, please contact the University Chaplain for a description of the Campus Ministry policy and the Archdiocese of Miami guidelines. A listing of Worship Services (Ecumenical and Interfaith) in the Miami area is available in the Campus Ministry Office.

The Campus Ministry staff is committed to meeting the faith, religious and spiritual needs of all students. Non-Catholic students are encouraged to meet with Campus Ministry staff about their needs. The Department of Campus Ministry serves as an advocate in meeting those needs (e.g. Bible Study, Prayer Space, Religious celebrations and Holy Days). For non-Christian students, a Prayer space is available in the Monsignor William Barry Memorial Library.

DePorres Center for Ethical Leadership

The De Porres Center for Ethical Leadership is a joint effort between the Department of Campus Ministry and the Center for Student Involvement (CSI) to educate and form student-leaders who will contribute to the creation of a just and humane world. The Center serves as a resource and catalyst to help students make connections between faith, mission, service and justice. The vision of the of Center for Ethical Leadership is to promote Barry University's mission and Core Commitments (Knowledge and Truth, Inclusivity, Social Justice, and Collaborative Service), and to help students integrate these values so they might develop passions and skills for ethical leadership, become responsible and engaged citizens, nourish capacities for critical and integrative thinking, to create shared solutions to important public problems, and to contribute to the common good.

The De Porres Center is named after Saint Martin de Porres, a saint of the Dominican Order, who lived in Lima, Peru in the 16th-century. He devoted his life to prayer, love of neighbor and care for creation, and worked tirelessly in service of the poor, and to bring reconciliation among those people divided by race, ethnicity and religion. Following his example of service to others across all boundaries of race, ethnicity and religion, the Center provides opportunities for students and student organizations to engage in authentic reflection and spiritual formation activities, develop skills and competencies in diversity and multiculturalism, and social justice training.

The De Porres Center for Ethical Leadership is located in Landon Hall, Suite 108.

De Porres Center for Ethical Leadership

Landon Student Union 108

305-899-3088 (main line)

E-mail: deporres@mail.barry.edu

Web: www.barry.edu/campusministry

CAREER SERVICES

Career Services strives to assist all students and alumni to understand that effective career exploration and decision making is an important part of their vocational discernment process. The office strives to provide the following services in an atmosphere of respect and confidentiality either in person or through the use of technology:

1. Personality, Values, Interests and Skills assessments
2. Information on occupations and careers related to their assessment outcomes
3. Networking opportunities for students to meet with potential employers to learn about industry or company internship/job prospects
4. Collaboration with faculty and staff to raise student's awareness regarding their career development and their social responsibilities

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

- Career Fairs/Internship Fairs
- Part-Time Job Fairs
- Graduate School Information Fairs
- Majors and Minors Fair
- Full-time, Part-time and Internship postings via eBUC\$
- Individual and/or group Career Counseling Sessions
- Dine Like a Diplomat dining etiquette dinner
- On-campus Employer Information Sessions

Career Counseling

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.

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

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

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 beeper system.

Confidential personal counseling is available to all students at Barry University. Students are encouraged to use the counseling services when those services would be helpful. When requested, or when appropriate, referrals are made to the University's consulting psychiatrist, to physicians and/or community agencies. An initial fee of \$65 and a follow up fee of \$25 will be charged to the student's Barry insurance or their student account (reimbursable through private insurance). All 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 one of the Counseling Center psychologists. This also applies to those students who withdraw from the University for Psychiatric Treatment and subsequently seek re-admission.

DISABILITY SERVICES

The primary purpose of the Office of Disability Services is to provide equal access for students with disabilities to all curricular and co-curricular opportunities offered by the Barry University. In addition, the office provides leadership and guidance to the campus community to ensure compliance with legal requirements for equal access while enhancing understanding and support of students with 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. Appeals of accommodation requests may be made through the Disability Appeals procedures.

Appeal 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 docu-

mentation 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. Students will need to fill out an intake form and submit clinical documentation at this time. All accommodations will be discussed and agreed upon during the intake interview.
- Students must provide current documentation (within the past 3 years) that supports their disability and the accommodations requested. (See Documentation guidelines)
- 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.

Course Substitution 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). 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 recommend 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:
 - I. The Director of ODS
 - II. The request will be forwarded to the Chair of the Department of the student's academic major.
- B. The request should include:
 - I. The course in question;
 - II. 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);
 - III. 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;
 - IV. 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.

STUDENT HEALTH CENTER

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 select 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 if the student is not insured either by the primary or supplemental student insurance plan.

Responsibility of Students:

- Based on the ACHA guidelines for institutional pre-matriculation 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 the Student Health Center (SHC) current medical documentation with proof of an adult Tetanus (Td or Tdap, preferred) /Diphtheria/ Pertussis vaccination within the past 10 years, (2) measles, mumps, rubella (MMR) vaccines (first dose at the age of 12 to 15 months or later, second dose at age 4 to 6 years or later) or, laboratory proof of immunity to measles, mumps, rubella and a Meningitis

vaccination after age of 16. **All students** are strongly encouraged to provide a statement of good health and proof of Hepatitis B, Hepatitis A, Varicella, annual Influenza, an HPV vaccinations and PPD screenings prior to attending Barry University. This documentation must be received prior to class registration or moving into campus housing: **Acceptable records of immunizations may be obtained from the following sources and must be presented to the Student Health Center prior to registration:** High school records, Personal shot records (signed or stamped by a healthcare provider), Health Department or physician records, Military documents or World Health Organization documents, Previous college or university immunization records (these records do not automatically transfer, you must request a copy)

- All resident and international students are required to complete a current health history (included in the health form). All forms can be downloaded from the Web site at www.barry.edu/healthservices.
- All full-time students are recommended to provide and all international students attending Barry University on an F-1 or J-1 visa, as well as all students living in campus housing, are required to provide, on an annual basis, proof of continuous health insurance coverage. Please go to Student insurance at <http://www.barry.edu/healthservices/studentInsurance/Default.htm> for a complete explanation of adequate insurance. **Proof of insurance and a completed insurance waiver must be received in the Student Health Center (SHC) upon entering the University and, on an annual basis thereafter prior to the first 14 days of the semester or, the fee for the Barry sponsored student insurance plan may be assessed to the student's account. Please go to www.Aetnastudenthealth.com to access the waiver. If a student insurance fee has been assessed to a student's account due to lack of compliance with the University policy, such fees are irrevocable and will not be credited under any circumstance. Failure to comply with the University policy may negatively affect the student's U.S. visa status and/or the arrangements for campus housing. If the academic program requires proof of insurance, they will provide the student with instructions regarding the completion of a waiver. Failure to comply with academic program requirements may negatively affect the student's participation in such programs. All programmatic decisions are handled by the compliance officer of that program, not the SHC.**
- 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 for non urgent services. Ill visits will be triaged by a registered nurse 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. All students covered by the Barry University student insurance policy have access to a 24 nurse line.

CENTER FOR STUDENT INVOLVEMENT

The Office of Student Involvement and Engagement 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 Involvement and Engagement encompasses student organizations, leadership development, new student orientation, student programs and events, International and Multicultural Programs, 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.

International and Multicultural Programs (IMP)

The Office of International and Multicultural programs provides resources, services, and programs designed to develop the multicultural and international dimensions of Barry University. IMP provides immigration advising, advocacy, support, and other key resources and services to international students and scholars.

Enrollment Requirement

International students are required to be registered full-time 12 credit hours per semester for undergraduates, 9 credit hours per semester for graduate, and 6 credits for doctoral students. If an international student begins their program of study in the summer, they must be enrolled full-time during the summer sessions. At all times, a student must make satisfactory progress toward completion of a degree program.

All international students attending Barry University on an F-1 or J-1 visa are required to provide the Student Health Center (SHC) with all proper immunization and insurance documentation. Failure to comply with the University health policy may negatively affect the student's registration process and/or campus housing arrangements. PLEASE SEE THE STUDENT HEALTH CENTER SECTION FOR MORE INFORMATION.

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours, Monday through Friday, 8:30 am to 5:00 pm IMP 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.

Every effort is made to promote student awareness of the benefits available to international students under federal regulations. To provide efficient service, IMP 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, IMP 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.

Programming Component

IMP seeks to challenge existing cultural stereotypes and misconceptions, to enhance student, faculty and staff awareness of the perspectives and needs of its diverse community members, and to aid the University's mission of achieving a multicultural living and learning community. Finally, IMP functions as a crucial liaison among the Barry community, and various local, state and federal agencies.

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

1. International Assistant Program
2. IMP forums, workshops and events
3. Workshops
4. Events
 - a. Hispanic Heritage Month
 - b. International Education Week
 - c. Black History Month
 - d. Festival of Nations

Students should feel free to bring their ideas, concerns and questions to IMP

Campus Events & Programming

While academics will be a major focus of any college career, the Office of Student Involvement and Engagement 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. Campus Programs offer an array of programs to engage students and connect the entire campus community. The collection of programs vary from traditional programs such as Barry Community Fest, Martin Luther King Day of Service and FebFest, to Campus Activities Board events, and workshops offered by the Adventure Series, Mosaic: Culture and Creative Arts Series and Synergy Leadership Series.

Student Organizations

There are many opportunities for student involvement in campus activities. 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. An annual listing of student organizations is available on Barry's Student Web. ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

Commuter Affairs

Commuter students currently comprise two-thirds of the Barry University student body. The purpose of services specifically designed for the commuter population 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 local community.

Commuter Affairs provides a variety of programs and services which are intended to enhance the commuter experience by broadening 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 a private study area.

THEATRE, MUSIC AND DANCE PERFORMANCES

The University Department of Fine Arts produces a diverse 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

Barry University's 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

A new exhibition space, the Andy Gato Gallery, was introduced in Fall 2008. The beautiful 4100 sq. ft. gallery has approximately 350 linear feet of exhibition space with 12 foot high walls. Part of the gallery serves as a student lounge area with 24/7 open access. A secured exhibition space within the larger gallery is monitored and open during posted gallery hours.

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

It's never too early to think about graduation. That's why students are doing their part to enhance the connection between our graduates and the Barry community through the Barry University Student Alumni Association. This select group of student leaders has developed a number of mentoring programs and special events to give their peers opportunities to preserve the valued traditions here on campus, while also leaving a legacy of their own. Whether it's building connections within Barry's growing network of alumni or showing your school spirit at athletic events, the Student Alumni Association is a great way to make the most of your college experience.

The Alumni Association offers scholarship opportunities to those students who believe in the importance of an inclusive Barry community and volunteer their time to ensure its success. Scholarships are available to all current, full-time students, who meet the minimum academic requirements set forth and participate regularly in Alumni Association events.

The Barry University Alumni Association is PROUD to offer many great benefits to all of our alumni and students including access to a network of over 56,000 alumni and invitations to exclusive events. Each year the Alumni Association hosts the Distinguished Alumni Awards Dinner, Reunion, and Alumni and Student Networking receptions.

In conjunction with local volunteers, the Alumni Association establishes programs and services in alumni communities around the nation and the world. These regional chapters of alumni and friends continue their relationship with the university and fulfill the Barry mission tenets of Inclusive Community and Collaborative Service as well as encouraging excellence, lifelong learning, and supporting Barry students.

Each regional chapter, with its particular alumni population and local characteristics, will have specific opportunities tailored to meet its needs. Depending on the size of the alumni population, examples of regional group programs may include, but are not limited to: lectures, presidential visits, student send-off parties, cultural events, picnics, tours, sporting events, networking socials, happy hours, etc.

The Alumni Relations Office is located in the Vivian A. Decker Alumni House at 103 N.E. 115 Street in Miami Shores, across from the main campus. For information about the Alumni Association or to learn more about how you can get involved, please visit the Vivian A. Decker Alumni House, call the Alumni Relations Office at (305) 899-3175, or email alumni@mail.barry.edu. You may also visit our website at www.barry.edu/alumni. We hope to see you at a future Barry University Alumni Association event!

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.

2013-2014 TUITION AND FEE SCHEDULE

Effective July 1, 2013-June 30, 2014

(With the exception of Podiatry who begins the increase in Summer I)

TUITION:

Master's Level (Graduate) Programs,	
per credit	\$960.00
Summer I (2013), per credit	935.00
Summer II (2013), per credit	960.00
Summer I (2014), per credit	960.00
ACE GR, per credit	685.00
All Doctoral (except DPM) Programs,	
per credit	1,090.00
Podiatric Medicine*	
Full-time, per year	34,030.00
Part-time, per credit	1,090.00
5 th Year and beyond, per year	17,015.00
Physician Assistant	
Full-time, per year	31,800.00
Audit Graduate –	
Masters & Specialists, per credit	960.00
Ph.D., per credit	1,090.00
Law School	
Full-time, per year	34,300.00
Part-time, per term	12,950.00
Summer, per credit	1,220.00
Post-Baccalaureate Certificate in	
Histotechnology	\$18,770.00
Graduate Certificate in Biotechnology	12,900.00
Post-Baccalaureate Pre-Med Certificate	12,900.00

***Students exercising the dual DPM/MBA option will incur an additional expense of \$4,350 per year.**

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. For Adult and Continuing Education students please contact the ACE Cashier/Business Office at (305) 899-3322.

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.
- Registration constitutes a financial agreement between you and the University. Tuition, fees and other charges you incur,

FEES:

CLEP (per credit)	100.00
Credit by examination (per credit)	100.00
Professional Liability	Variable
Corporate Deferred Payment Fee	50.00
Tuition Management Payment Plan	
Per Semester	75.00
Annually	90.00
Tuition Management Late Payment	110.00
Returned Check	100.00
Late Payment Fee	250.00
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
Special Course Fee	Variable

****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.

including but not limited to housing, meal plans, health insurance and bookstore charges ("Charges"), shall be added to your student account. Any Charges that are not covered by financial aid shall be the responsibility of the student and shall be paid within the term in which the Charges incurred. Students assume responsibility for all costs incurred as a result of enrollment at Barry University. It is the student's responsibility to be aware of their account balance and financial aid information and maintain current valid postal address information at all times to ensure receipt of all University correspondence in a timely manner. Barry University recognizes the University e-mail system as the primary electronic communication between the student and the University. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. The University reserves the right to cancel registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

- The University reserves the right to recover all costs related to the collection of delinquent accounts, including attorney's fees.

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.

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. Registered nurse students enrolled in the post-baccalaureate DNP nursing program are entitled to a 25% reduction in tuition.

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

NOTE:

- 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.

PAYMENT DUE DATES

The University offers flexible minimum payment due dates for each term. Each student must be aware of all payment due dates for each term they are registered.

FALL	August 1st	September 1st	October 1st
SPRING	December 20th	January 20th	February 20th
SUMMER I	May 1st	June 1st	
SUMMER II	June 1st	July 1st	
BOTH SUMMER TERMS	May 1st	June 1st	July 1st
CORPORATE DATES	6 weeks after the end of the term		

A NON-REVERSIBLE \$250.00 FEE SHALL BE CHARGED TO YOUR STUDENT ACCOUNT IF A BALANCE REMAINS AFTER THE LAST PAYMENT DUE DATE OF THE TERM.

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.

UNIVERSITY PAYMENT 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 University to contact my employer.

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

If you wish to apply Florida Prepaid to your semester's charges, you must bring an updated copy of your Florida Prepaid card to the Cashier/Business Office at the time of registration. We will assist you in filling out the necessary paperwork required and bill Florida Prepaid on your behalf.

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, an official or unofficial transcript, certification of attendance or statements of degree completion is prohibited. Payment by a check drawn on a local bank requires a minimum of 10 business days for check clearance before a University document can be released. For payment with other types of checks please contact the Cashier/Business Office.

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 credit toward tuition 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.

REFUNDS/OVERPAYMENTS

The Cashier's office has automated the process of issuing refund checks. All credit balances generated by financial aid will be automatically issued and mailed to your preferred address in the Registrar's system. Please make sure your address is correct with the Office of the Registrar to ensure you receive your checks.

To simplify the disbursement of your funds, direct deposit is available. If you wish to participate in direct deposit, please go to Web-Advisor to enter your banking information.

Refunds are disbursed within 14 calendar days from when the credit balance has been created or 14 calendar days from the start of the term whichever date is later.

Note: If a credit card payment was made to your account within 90 calendar days of the refund date, funds will be issued to the credit card first. Any additional credit that remains will then be issued to you.

The refund of a credit balance is not intended as a final accounting of all charges incurred on your account.

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. Federal Perkins Loans
3. Federal Graduate PLUS Loans
4. 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.

USE OF FEDERAL STUDENT AID AUTHORIZATION

Federal Regulations require that Federal Student Aid be automatically applied to tuition, mandatory fees and room and board. The University must receive authorization from you to apply excess federal funds to all charges incurred and up to \$200 in charges from a prior year.

If we do not receive authorization from you any excess federal funds will not be applied to other charges incurred or up to \$200 in charges from a prior year. This may result in an outstanding balance on your student account which could prevent future registrations, cause late fees and/or prevent the release of official documents such as transcripts and diplomas.

To grant authorization for the University to use your Federal Student Aid for all current charges and up to \$200.00 of prior year charges please log into Web Advisor. Go to Student menu then click on Federal Student Aid Authorization Form and submit your authorization.

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).

You are encouraged to complete the FAFSA online at <http://www.fafsa.gov>. Please remember to enter Barry University’s Federal School Code of 001466, and to sign your application electronically with your Personal Identification Number (PIN). 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 loans, scholarships, and discounts. These are detailed in this Financial Aid section and in the chapters of specific schools and programs.

LOANS

Barry University participates in the William D. Ford Federal Direct Loan Program. The Direct Loan Program offers students low-interest loans to pay their educational costs. There are two types of federal loans for graduate and professional students: the Unsubsidized Federal Stafford Loan and the Graduate PLUS Loan.

The Federal Direct Unsubsidized 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 Loan program. (Students in the School of Podiatric Medicine see Podiatric Medicine (D.P.M.) Loans.) The interest rate is a fixed rate of 6.8%. Beginning July 1, 2013, there is an origination fee of 1.051%. Repayment begins six months after the student ceases to be enrolled at least half-time.

The Federal Direct PLUS Loan for Graduate and Professional Students—The Graduate PLUS Loan is an additional 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 7.9% with no aggregate limit. Beginning July 1, 2013, there is an origination fee of 4.204%. Repayment begins six months after the student ceases to be enrolled 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 \$8,000 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 Education

THE JOHN MYERS WILLIAMS, D. Ed. MEMORIAL SCHOLARSHIP

All doctoral, specialist, master's and undergraduate students in the Adrian Dominican School of Education are eligible to apply. This scholarship is to be awarded annually with a preference for doctoral students in the School of Education.

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 doctoral programs

Allied Health Professions Program

RICHARD KISH SCHOLARSHIP

Students enrolled in the histotechnology specialization programs are eligible to apply.

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.

RAYMOND IBANEZ, DPM, MEMORIAL GRADUATION AWARD

This fund was established by the Barry University School of Podiatric Medicine in memory of Raymond D. Ibañez, DPM to acknowledge graduating students who, like Dr. Ibañez, exhibited exemplary dedication to their studies and outstanding perseverance in the pursuit of their degree in 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 to 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 Direct 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 or 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.

The PA Program Scholarship Endowment Fund was established to provide scholarships to students based on upon compelling financial need.

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 \$7,000-\$9,000 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.

Satisfactory 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 remain in 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. Graduate students must maintain at least a 3.0 cumulative GPA and complete at least 67% of their attempted credits to be eligible for federal aid. Graduate students are also required to complete their degree program within 7 years from the time they are admitted to their respective graduate degree program, and all periods of enrollment must be considered. Podiatric Medicine and Physician Assistant students should refer to their respective handbooks for minimum GPA and completion timeframes for their programs.

The Financial Aid Office will review satisfactory academic progress for all financial aid recipients at the end of each semester. If a student is not meeting satisfactory academic progress standards at the end of a semester, the student will be notified in writing and will be placed on warning for one semester. Federal aid will be disbursed for the next semester attended, but at the end of that semester, the Financial Aid Office will review the student academic record and termination actions will be taken if satisfactory academic progress has not been met at the end of the warning semester. Students whose aid eligibility is terminated may not receive federal student aid, even if the student is permitted to continue enrollment at Barry University.

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. If federal student aid eligibility is terminated, students have the right to appeal within 30 days of receiving their written notice of termination. Information concerning Satisfactory Academic Progress and the appeal process is available online at www.barry.edu/sap.

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

It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F will be issued at the end of the term.

Summer Sessions

For most graduate programs, summer sessions are held every year, one during May and June, and 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

University Withdrawal

Students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the dean of their respective school before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/classschedule>). The effective date of withdrawal will be the date on which the notice is received by the dean. The University withdrawal form must be signed by the academic advisor and the dean, and then sent to the office of Financial Aid and lastly to the Office of the Registrar for final processing.

Course Withdrawal

Students withdrawing from a course(s)* must do so officially by obtaining the Course Withdrawal Form from either their advisor or the Office of the Registrar. The Course Withdrawal Form must be signed by the student, academic advisor and the course instructor (Signature of instructor is required for courses in the School of Arts and Sciences, School of Human Performance & Leisure Sciences and the College of Health Sciences). Once all of the above signatures are obtained, the completed Course Withdrawal Form must be received by the Office of the Registrar within (7) working days from the date signed by the academic advisor or by the published withdrawal deadline date, whichever comes first. The effective date of course withdrawal will be the date on which the notice is received by the academic advisor.

No withdrawals (University or course) will be accepted after the deadline. This policy is strictly enforced.

*If student is withdrawing from all coursework within a semester, a University Withdrawal Form must be completed whether the student is returning the next semester or is permanently leaving the University.

It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term.

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

Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, etc. should be reported to the Office of the Registrar within two weeks following the end of the term. Effective December, 2008 the mass mailing of grade reports was discontinued. For employment, corporate reimbursement or other needs, a comprehensive registration statement may be requested from the Cashier/Business Office. This statement includes billing information and final grades once they have been posted.

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. Credits used to earn a degree at another institution are not acceptable.

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.
- Credits used to earn a degree at another institution will not be accepted

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

Undergraduate students at the senior level with a high academic average in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. Such course work will require the written approval of the dean. This approval does not presume automatic admission into a graduate program. These credits may be applied towards fulfillment of undergraduate degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both undergraduate and graduate degree requirements.

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.

Doctoral Credit for Qualified Master's Level Students

Master's level students in the final semester of their program with a 3.5 GPA or higher in their program may be authorized to enroll in six doctoral credits while completing master's level requirements. Such course work will require the written approval of the dean. This approval does not presume automatic admission into a doctoral program. These credits may be applied towards fulfillment of master's degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both master's and doctoral degree requirements.

Master's level students who wish to enroll in doctoral courses must follow the steps below:

- 1) Have a faculty advisor certify to the dean that all master's level 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 master's degree.
- 3) Student must complete a Non-Degree Seeking Admissions Application prior to registering for doctoral courses if doctoral courses are not counted towards the Master's degree. Note: Student will be limited to six doctoral credits under the non-degree status.

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).

SECOND MASTER'S DEGREE

Students who have earned a master's degree from another accredited institution may qualify for a second master's degree from Barry University under the following conditions:

- A formal application must be submitted to the appropriate graduate program.
- The student must fulfill all admissions, prerequisite and course requirements in the second degree program.
- A minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. These courses must be completed with a letter grade. If enrolled in a program with clinical hours where a letter grade is not earned, but credits are earned (CR), they will be counted in the required 30 semester hours in lieu of a letter grade.
- The student must achieve a cumulative grade point average of 3.00 or higher, with 3.00 or higher in the second major.

Students who have earned a master's degree from Barry University may qualify for a second master's degree from Barry University under the following conditions:

- A formal application must be submitted to the appropriate graduate program.
- The student must fulfill all admissions, prerequisite and course requirements in the second degree program.
- A minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. These courses must be completed with a letter grade. If enrolled in a program with clinical hours where a letter grade is not earned, but credits are earned (CR), they

will be counted in the required 30 semester hours in lieu of a letter grade.

- The student must achieve a cumulative grade point average of 3.00 or higher, with 3.00 or higher for the second degree program.
- The same degree with a different major from Barry University may be awarded more than once only if all degree requirements are met for the second degree program according to the academic regulations in the course catalog for the academic year of acceptance to and enrollment in the second degree program.

Note: As stated previously, a minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. Additional coursework may be required for specific programs.

Graduate Degree Programs

School of Adult and Continuing Education

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

College of Arts and Sciences

Clinical Psychology, M.S.
Liberal Studies, M.A.
Pastoral Ministry for Hispanics, M.A.
Photography, M.A.
Photography, M.F.A.
Practical Theology, M.A.P.T
Public Relations and Corporate Communications, M.A.
Doctor of Ministry, D. Min.

Andreas School of Business

Master of Business Administration, M.B.A.
Master of Science in Accounting, M.S.A.
Master of Science in Management, M.S.M.
Postgraduate Certificate Programs:
Accounting, Finance, International
Business, Management, Marketing

Adrian Dominican School of Education

Counseling, M.S., Ed.S.

With specializations in:

Marital, Couple, Family Counseling/Therapy*
Marital, Couple, Family Counseling/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/Therapy*

Curriculum and Instruction, M.S. and Ph.D.

Curriculum and Instruction, M.S.

With specializations in:

Early and Middle Childhood Education

English

Social Sciences

Curriculum and Instruction, Ph.D.

With specializations in:

Teaching English to Speakers of Other

Languages (TESOL)

Curriculum Evaluation and Research

Early and Middle Childhood Education

Reading, Literacy and Cognition

Educational Leadership, M.S.,⁺ Ed.S.⁺

Exceptional Student Education (ESE), M.S.

With specializations in:

Autism Endorsement

Gifted Endorsement

Endorsements (Non-degree)

Autism

Gifted Education

Organizational Learning and Leadership (OLL), M.S.

With specialization in:

Higher Education Administration

Organizational Learning and Leadership (OLL), Ed.D.

With specialization in:

Human Resource Development (HRD)

Leadership and Education, Ph.D.

With specializations in:

Exceptional Student Education

Higher Education Administration

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

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

Reading, M.S.,⁺ Ed.S.

Reading Endorsement + Non-degree

School Psychology, M.S., S.S.P. + ~

School of Podiatric Medicine

Doctor of Podiatric Medicine, D.P.M.

Physician Assistant Program, 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 Physiology

Injury and Sport Biomechanics

Sport, Exercise & Performance Psychology

OR

the "General" Option

Sport Management, M.S.

Dual Masters Degree in Sport Management &

Business Administration with

Andreas School of Business, M.S./M.B.A.

School of Law*

Juris Doctor, J.D.

* Admissions and Academic information published in Barry University at Orlando, School of Law Catalog. Contact 407-275-2000 for further information.

College of Health Sciences

Anesthesiology, M.S.

Anesthesiology, D.N.P.

Post-Baccalaureate Program

Clinical Biology, M.S., with Specializations in

Laboratory Management and Histotechnology

Biomedical Science, M.S.

Health Services Administration, M.S.

Dual Masters Degree in Health Services and

Public Health (M.S./H.S.A.-M.P.H.)

Medical Biotechnology, M.S.

Nursing, M.S.N., with Specializations in Nursing

Education; Nurse Practitioner (Family),

Nurse Practitioner (Acute Care); and Nursing

Administration, including a dual degree with

Andreas School of Business, MSN/MBA

Doctor of Nursing Practice, DNP

Doctor of Philosophy in Nursing, Ph.D.

Occupational Therapy, M.S.

Public Health, M.P.H.

School of Social Work

Master of Social Work, M.S.W.

Graduate Non-degree Programs

College of Arts & Sciences

Broadcasting Certificate

U.S. Latino/Hispanic Theology Certificate

Healthcare Ethics Certificate

Public Relations & Corporate Communication

Certificate

College of Health Sciences

Allied Health Professions Program

Post-Baccalaureate Certificate in

Histotechnology

Graduate Certificate in Biotechnology

Nursing Administration Certificate

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 Accounting, Finance,

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.)

Accounting (B.S.B.A.)
 Administration (B.S.)
 Advertising (B.A.)
 Art (B.F.A.) (B.A.)
 Art History Specialization
 Ceramics Specialization
 Graphic Design Specialization
 Painting and/or Drawing Specialization
 Athletic Training, B.S.
 Pre-Medical Option
 Pre-Physical Therapy Option
 Athletic Training, B.S. to M.S.
 Biology (B.S.)
 Biology (General)
 Marine Biology
 Pre-Professional
 Broadcast and Emerging Media (B.A.)
 Cardiovascular Perfusion (B.S.)
 Chemistry (B.S.)
 Biochemistry
 Pre-Pharmacy
 Clinical Biology (B.S.)
 Histotechnology
 Medical Technology
 Nuclear Medicine Technology
 Communication Studies (B.A.)
 Computer Information Sciences (B.S.)
 Computer Science (B.S.)
 Criminology (B.S.)
 Diving Education Minor
 Education, Bachelor of Science in Education with
 M.S. Option
 Specializations:
 Infancy through Early Childhood Education
 Early and Middle Childhood Education
 Special Education
 Emergency Management (B.S.)
 English (B.A.)
 Literature
 Professional Writing
 Exercise Physiology (B.S.)
 Pre-Medical Option
 Pre-Physical Therapy Option
 Exercise Physiology, Five Year B.S. to M.S.
 Exercise Physiology Minor
 Finance (B.S.B.A.)
 General Studies (B.A.)
 Health Services Administration (B.S.)
 History (B.A.)

Honors

Information Technology (B.S.)
 International Business (B.S.B.A.)
 International Studies (B.A.)
 Legal Studies (B.S.)
 Leisure and Recreation Management (B.S.)
 Liberal Studies (B.L.S.)
 Management (B.S.B.A.)
 Marketing (B.S.B.A.)
 Mathematical Sciences (B.S.)
 Actuarial Science
 Applied
 Computational
 Music (B.A.) (B.M.)
 Instrumental Performance Specialization
 Voice Performance Specialization
 Sacred Music
 Nursing (B.S.N.)
 Generic
 Accelerated Option, B.S.N.
 Basic Option, B.S.N.
 L.P.N. to B.S.N. Option
 Three-Year Option, B.S.N.
 Two-Year Option, B.S.N.
 Transitional
 R.N. to B.S.N. Option
 R.N./B.S./B.A. to M.S.N. Bridge Option
 Philosophy (B.A.)
 Photography (B.F.A.) (B.A.)
 Photography Specialization
 Biomedical/Forensic Photography Specialization
 Physical Education (B.S.)
 Political Science (B.S.)
 Pre-Engineering
 Pre-Law (B.A.)
 Pre-Major (Undeclared)
 Psychology (B.S.)
 Industrial/Organizational Specialization
 Public Administration (B.P.A.)
 Public Relations (B.A.)
 Social Work (B.S.W.)
 Sociology (B.S.)
 Spanish (B.A.)
 Sport Management (B.S.)
 Diving Industry Specialization
 Golf Industry Specialization
 Sport Management 5 year B.S. to M.S.
 Sport Management Minor
 Theatre (B.F.A.) (B.A.)
 Acting Specialization
 Dance Theatre Specialization
 Technical Theatre Specialization
 Theology (B.A.)

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 more
Part-time	4 to 8 credits

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	An in progress grade is reserved for special cases and means that the particular course is not required to be completed by the end of the term. Examples are Thesis, practicum and dissertation courses. Intercession courses (condensed time frame) and clinical capstone courses may also result in IP grades if the work to complete them takes more than the initial semester of enrollment. Students should check with their specific program director for further information. The “IP” grade remains on the student’s academic record until the work is completed and a letter grade or Credit/No Credit grade (whichever grade applies to the course) is reported to the Registrar’s Office. If a new grade is not submitted, the “IP” grade will remain on the student’s academic record.
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, College of Health Sciences, and the School of Social Work.

** 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 and the School of Social Work 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 and the School of Social Work) 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 Affairs, 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 Affairs 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 Affairs, or designee.

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

If a student has been placed on medical leave, 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 health care 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 Dean of Students, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate health care professional are the basis upon which the Dean, 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 health care 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 Dean of Students, or his/her designee.

The information gathered is reviewed by the appropriate health care professionals at Barry and by the Dean of Students, 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 Dean 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 Dean of Students 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 student, who should contact the Office of Graduate Admissions for further information.]

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 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 or a designated representative 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

THE GLENN HUBERT LEARNING CENTER

Victoria A. Giordano, Ed.D., Associate Dean for Learning and Academic Support Services

Faculty: Drozd, Pearson, Sampol

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

The Glenn Hubert Learning Center provides a variety of scheduled seminars. Supplemental support seminars are offered to support specific courses in the academic disciplines. In addition, special support seminars are provided for students, focusing on developing skills and strategies necessary to academic success.

The Glenn Hubert Learning Center has a Writing Center, Mathematics Laboratory, and a Reading Center which are open throughout the day and evening, where the students work largely on a one-to-one basis with a professional staff. The Writing Center provides writing

assistance to the University community and serves the undergraduate population's needs for writing essays and research papers and assists graduate and postgraduate students with specific writing problems. The Mathematics Laboratory offers a full range of support for students on a one-to-one basis, supporting courses ranging from basic developmental mathematics through trigonometry, calculus, statistics, computer science, physics and other math related subjects. The Reading Center provides diagnostic testing, individualized one-to-one tutoring, and computer-based instruction to students who wish to improve their reading comprehension, reading fluency, vocabulary development, and study skills.

The Glenn Hubert Learning Center provides a review course for GKT Mathematics preparation (MA 010). Independent preparation through computer-assisted and instructional modules is available to students.

The Glenn Hubert Learning Center administers and/or directs a wide range of assessment measures. It is responsible for placement testing of incoming students in English, Reading, French, Math, Spanish, Computer Science, and Chemistry, as well as providing additional specific evaluations as requested by students or faculty. An English Assessment Test is administered at the request of the individual schools. Diagnostic and achievement tests are administered through the Learning Center.

The CAL Program

TBA, Director

Madalay Fleming, B.A., Assistant to the Director

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, socioemotional maturity, and career development. The goal of the program is for students to develop an understanding of the skills and strategies they may employ to successfully manage their individual learning challenges during college years and beyond.

Services include:

- intensive, individual, subject area tutoring 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;

- assistive technology;
- individual and small-group personal and career counseling;
- academic counseling and advising;
- 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.

The CAL Program Director services are fee-based and in addition to tuition costs. See details at www.barry.edu/CAL.

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., Director for Workplace & Instructional Technologies Services

Workplace and Instructional Technologies Services (wITs) supports faculty and staff by training, troubleshooting, designing technical solutions, and serving as a central unit of support for distance education. Training for faculty and staff is held in the wITs training lab, Library 301 and is also customized according to topic, time, and location for the convenience of training participants. wITs' two full-time trainers extend support to students via in-class orientations and guest lectures on the use of Barry's course management platform and other technologies that support the fulfillment of learning objectives. wITs 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 & Technology Orientation) The faculty is updated regarding trends in instructional design through the DoIT Newsletter (published monthly) and collaborates with the Faculty Senate to provide special faculty development events. Call 305-899-4005 for more information.

CLIENT SERVICES

Darrell Duvall, M.S., Director of Client Services

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

DESKTOP SUPPORT SERVICES

John Baldwin, B.S., Associate Director

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

IT SUPPORT DESK

Audrey Johnson, M.S., Manager

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 Library 226, 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. 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.

LABS AND INSTRUCTIONAL FACILITIES

Carmen Ramirez, B.S., Manager

The Library Reference Computer Area is available to students to use anytime during normal hours of operation. A combination of 54 computers is available. 30 are traditional desktop PC's, there are 24 laptops available for check-out thru a self-service dispensing kiosk that can be used anywhere on campus. All of the machines include over 150 software packages used in courses throughout the year. Black and white as well as color printing is available in both locations. Please visit <http://library.barry.edu> for the current hours of operation, or call (305) 899-3893.

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>.

Printing Services

Laser printing in black and white is available for \$0.05 per page, and \$1.00 per page in color.

INFRASTRUCTURE AND OPERATIONS

Hernan Londono, M.S., Associate CIO

Infrastructure and Operations supports students, faculty, and staff by providing and ensuring secure and sustained voice and data networks, server services, and data storage. In addition, software solutions, collaboration solutions, and media services enhance the learning experience at Barry University.

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/audiovisuals/requestform.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 television studio equipment. 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.

DATA CENTER OPERATIONS

Justin Moses, B.S., Director

BarryNet Accounts

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

Email System

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://www.barry.edu/mymail/>.

Barry Remote Access Services

Students are nomadic learners with their own devices who want to study and access resources from anywhere. In recognition of that, a virtual computer lab is available at <http://apps.barry.edu>. Students can not only access intranet sites and the latest learning management systems such as Blackboard, but also licensed software such as Minitab and SPSS.

Software Solutions and Information Management

Kerri-Quaan Stewart, B.S., Director

Software Solutions and Information Management provides information management through customized software solutions, consulting and data provisioning using the latest technology to support the business operations of administrative and academic units.

Network and Telecommunications

Maximo Ramirez, B.S., Director

The Network and Telecommunications designs, installs, and maintains the information transport system which includes both inter-building and intra-building media paths. This department designs, implements, and manages networking systems that power the capabilities of the network in general. It molds the network to fit the needs of the users in terms of functionality, capacity and performance.

Wireless

Internet access is currently available throughout the entire Miami Shores campus via wireless. All of the residence halls offer wireless access, and nine provide Ethernet connectivity in addition to the wireless. The Information on wireless locations is available by visiting <http://help.barry.edu>.

LIBRARY SERVICES

Thomas Messner, M.L.I.S., Director of Library Services

The Monsignor William Barry Memorial Library provides access to a comprehensive collection of information resources and services in support of the educational mission of Barry University. The Library offers students a collection of almost 1 million physical items. The Library also provides 24/7 access to hundreds of electronic databases that contain full text articles from over 55,000 journals, thousands of online books, over 1.2 million full text dissertations, and thousands of streaming videos. The Library offers wireless connectivity throughout the facility and provides students with a large number of computer workstations equipped with a full suite of productivity software such as Microsoft Office. Additionally, the Library provides students with a variety of informal meeting areas, group study rooms and quiet individual study areas.

Public Services

Rodrigo Castro, Manager of Public Services

The Public Services Department encompasses the areas of Circulation, Reserves, Interlibrary Loan and study room usage.

Library hours (during fall and spring semesters)

Sunday	10:00 a.m. – 12:00 p.m.
Monday – Thursday	7:30 a.m. – 12:00 a.m.
Friday	7:30 a.m. – 10:00 p.m.
Saturday	9:00 a.m. – 10:00 p.m.

Special hours are kept over holidays, semester breaks, finals, and summer sessions. Hours are posted at the library and on the library's Web page. 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

The Library provides reference services to support education, research and general information. Library instruction 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 classes scheduled by the faculty
- The library also participates in a state-wide, real-time, reference chat service known as "Ask a Librarian".

The print and online reference collection provides extensive information resources that support the education, research and general information needs of students, faculty and staff.

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

Technical Services

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

The Technical Services Department is responsible for acquiring and processing books and print serials selected for the library by librarians, faculty, and with input from students. The materials selected follow the Library Collection Development policy, which is available on the Library's Web page.

Archives and Special Collections

Ximena Valdivia, M.L.I.S., Manager of Archives and Special Collections

The Archives and Special Collections Department preserves the rich history of Barry University by carefully archiving important University documents in print and digital formats. The department also maintains a variety of important collections of historical importance including the papers of Congressman William Lehman, original documents of Operation Pedro Pan, and many other rare collections. Information about the department including hours of operation are available on the Library webpage.

Administrative Information Systems

Traci Simpson, M.S., Associate Vice President

Administrative Information Systems (AIS) provide technological services to support faculty, staff and students in the operation and management of Barry University's administrative database.

AIS maintains and supports Colleague and WebAdvisor applications. WebAdvisor is an interactive web application that allows web users to view their individual personal information online. It provides direct access to Barry's administrative information system. Students, faculty and employees can access personal information at their own convenience 24 hours a day,

7 days a week through this secure web interface. Colleague is a set of computer programs written by the Datatel Company specifically for institutions of higher education. User will be able to store and retrieve data, make modifications to the stored information and produce an assortment of reports.

AIS supports Barry University's mission "to offer students a quality education" by responding to the rapidly changing world of technology and ultimately providing the student with competitive university services that help achieve BU's mission.

AIS leads and manages the way to information and critical report data needed for learning and wise decision making.

SCHOOL OF ADULT AND CONTINUING EDUCATION

Andrea Allen, Ph.D., Dean
 Marilyn Jenkins, Ph.D., Associate Dean of Business Processes
 Pamela Luckett, Ph.D., Associate Dean of Operations
 Cynthia Davis, Ph.D., Associate Dean for Academic and Student Affairs
 Judith O. Brown, Ed.D., Associate Dean for Experiential Learning
 Heidi McLaughlin, D.B.A., Associate Dean for Marketing
 Charles Bell, Ed.D., Associate Dean, Enrollment Management
 Terri Hernandez, Ed.D., Assistant Dean, Continuing Education
 Joe Keener, M.S.W., Assistant Dean, Corporate Relationship Management
 Kathy Weigand, M.Ed., Assistant Dean for Academic Affairs
 Marie Ange Levasseur, M.S.W., Assistant Dean, Student Affairs
 Jeffrey Larson, Ph.D., Assistant Dean, Distance Learning
 Janice Dowsett, M.A., Director, Academic and Student Support Services

Faculty: Allen, Brewer, Brock, Carroll, Davis, Deeb, Feito, Fraser-Delgado, Houston, Huberman, Jenkins, Luckett, Maybee, Meloun, Orman, Pita, Provitera, Roberts, Romano, Rushing, Schrouder, Scully, Smith, Sodano, Sussman, Swaner, Warner, Watson, Zavodska

ACADEMIC PROGRAMS

PURPOSE STATEMENT

Graduate education in the School of Adult and Continuing Education (ACE) is grounded in the mission of Barry University. Students' educational experiences contribute to their development as career professionals who have or will have leadership roles in their professions, communities, and society. Moreover, these experiences promote and support the intellectual life and emphasize life-long learning and growth and development. In this context, students are charged with carrying out the University's mission through contributions to their professions, communities, and society at large, especially in the pursuit of knowledge and truth, the conduct of informed action, and through a commitment to social justice through collaborative service.

DEGREE PROGRAMS

- *Master of Arts in Administration
- *Master of Public Administration
- *Programs also available fully online

TRANSFER COURSES

Transferability of credits from another institution to Barry is at the discretion of the dean (or his/her designee). The number of credits acceptable for trans-

fer from another institution toward a Barry graduate degree is limited to six (6) credits. Previously earned credits, if accepted for transfer must be completed in less than the (5) year period immediately preceding initial enrollment at Barry.

- Only relevant courses will be transferred at the beginning
- Only courses for which a grade of A or B was earned will be considered
- Only credits will be transferred, not grades or grade point averages
- Credits used to earn a degree at another institution will not be accepted

The academic advisor will facilitate the process for the acceptance of graduate credit to be transferred into Barry University prior to the end of the student's first year in the Barry graduate program.

AMERICAN COUNCIL ON EDUCATION

Credit for formal courses and educational programs sponsored by non-collegiate organizations and evaluated by the American Council on Education can be accepted in transfer with the permission of the dean (or his/her designee) if relevant to the graduate degree program. Refer to the Transfer Credit section.

Students can check the online *National Guide to College Credit* at www.acenet.edu/nationalguide/ to see if courses or educational programs are listed.

Students must submit official transcripts from the American Council on Education by the end of their first semester, if enrolled in the MAA or MPA program.

The American Council on Education, College Credit Recommendation Service provides a lifelong registry and transcript service to participants who successfully complete a course, examination, or certification with an American Council on Education recommendation as listed in the National Guide. Official transcripts may be obtained by registering online at: www.acenet.edu/transcripts/.

Official transcripts should be sent to: Barry University, Division of Enrollment Management, 11300 NE 2nd Avenue, Miami Shores, FL 33161.

For additional information on transcript services from the American Council on Education, call 1-866-205-6267 or 1-202-939-9470. Email CREDIT@ace.nche.edu.

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 by the published withdrawal dates. Does not calculate into GPA; does count as attempt for repeat purposes.

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 more
Part-time	4 to 8 credits

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. While on probation, a student is limited to registering for one course per session or two per semester. 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.

COURSE WITHDRAWAL

Students withdrawing from a course(s) must do so officially in writing. Students should contact their advisor to sign the appropriate paperwork. No withdrawals will be accepted after the published deadlines. This policy is strictly enforced.

It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term.

GRADUATION REQUIREMENTS

Candidates for a Master’s 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.

FINANCIAL AID FOR GRADUATE STUDENTS

www.barry.edu/gradfaace-finaid@mail.barry.edu
305-899-3355 or 1-800-695-2279

Refer to the Financial Aid section of this catalog for information pertaining to eligibility requirements, satisfactory academic progress, applying for financial aid, types of financial aid, Veteran’s and eligible dependents’ educational assistance and VA Yellow Ribbon Program.

DISTANCE LEARNING

The School of Adult and Continuing Education (ACE) at Barry University is committed to the principles and best practices of adult education. Therefore, we provide opportunities for students to engage in coursework in an online environment in which learning activities can be conveniently scheduled. ACE online courses follow the same course start and end dates as the face to face classes and use the same textbooks. Some instructors may require proctored exams, such as a midterm or a final. These proctored exams may be paper or computer based and can be taken at most of our ACE locations across the state or from a variety of test providers located close to you.

ACE’s online courses do include required synchronous sessions as well as asynchronous activities. Synchronous sessions (real-time) are conducted via web-conferencing and require students to participate in lectures and group discussions at scheduled times during the course, using their own computer’s webcam and microphone. Synchronous sessions simulate the experiences of the traditional classroom; they are used to conduct class meetings in real-time with instructor and students in different locations — at home, at the office, or anywhere in the world with fast access to the Internet. This promotes spontaneous class discussions and peer interaction and helps build an online Barry community. Students are expected to arrange their schedules in order to attend the synchronous sessions.

Asynchronous sessions allow students to interact with the learning materials through readings, videos, projects, discussion forums and interactive activities in accordance with the student’s schedule. In addition, students have the 24/7 ability to interact with their instructor and peers through chats, email and cyber cafés.

ONLINE COURSES AND PROGRAMS

ACE offers more than 40 online graduate and undergraduate courses. In addition, ACE offers two fully online graduate degree programs - Master of Arts in Administration (MAA) and a Master of Public Administration (MPA). ACE also offers an undergraduate degree in Emergency Management.. Many undergraduate Distribution Courses can be taken online. To see a description of ACE’s fully online courses and programs, please visit: <http://www.barry.edu/online/>

IS ONLINE LEARNING FOR ME?

Distance learning can be a great alternative for students who cannot attend classes on campus. Distance learning is also a wonderful opportunity for those who enjoy working independently. However, online classes are not “easier” than traditional classes. Online courses

are reading- and writing- and technology-intensive. They require excellent organizational and time management skills.

To take online courses at Barry University, students should have a PC, Pentium or greater processor (2000, XP, Vista, Windows 7) or, Macintosh Power PC G3 Processor or greater. Students should also have a reliable high speed connection to the Internet (DSL, Cable Modem), reliable printer, and speakers and/or headphones. To accommodate the synchronous (real-time) meetings online, students may need a webcam and a microphone. Tablets and SmartPhones can be used to access online courses but students will still need a desktop or laptop computer to submit assignments. It is strongly suggested that students have access to their own computer.

Students should work with their advisors to determine if the special requirements of online learning suit their learning style and schedule.

WHAT DOES AN ONLINE COURSE LOOK LIKE?

ACCESSING YOUR ONLINE COURSES

Online learners at ACE use ‘Moodle’, an easy to use industry standard course management system, which contains all of the student’s course tools and resources. Students can access the Moodle Portal at <http://barry.learninghouse.com/>. Once students have registered for online classes they will be able to log in using their Barry University username and password (firstname.lastname@mymail.barry.edu (all lower case).

To see what an online course looks like at ACE, please visit the Student Demonstration Course at: <http://barry.learninghouse.com/course/view.php?id=411>. Students do not need to be a registered Barry student to explore the online course.

A typical week in an online course might look like this:

- Reading through the current week’s assignments and lecture materials
- Thoughtfully reading the textbooks for the class as assigned and identifying main points and supporting details
- Responding by a deadline to discussion questions as posted by the instructor
- “Discussing” through a discussion board (by a deadline) the responses of fellow classmates
- Participating in a synchronous (real-time) web conferencing session with your professor and classmates
- Completing and sending (by a deadline) an assignment to be graded by the instructor
- Completing an assignment by deadline in a work group comprised of four or five classmates

Moodle Training and Resources

Prior to the online course start date, students are encouraged to participate in a series of short training modules – video and text – that will help them with the understanding the tools used in their online course using the Moodle platform. These tutorials are found on the Moodle Portal under “Student Tutorials” at: <http://barry.learninghouse.com/>. Students can also access these training modules directly at: <http://content.learninghouse.com/training/student-tutorials/tutorial.html>

STUDENT RESOURCES FOR TECHNICAL SUPPORT

Login/Password Problems

If students have problems with logging with their password and/or username, contact the Barry Help Desk at 305-899-3604 or email them at helpdesk@mail.barry.edu. The Barry Help Desk is open Monday – Friday from 7:30 AM to 9:00 PM. The Barry Help Desk can assist students only with password or log-in issues.

Moodle Problems

If students have problems with any of the Moodle tools such as quizzes, forum postings, assignment submissions, accessing any of the course links or anything related to Moodle, they can call the Learning House Help Desk at 800-985-9781 or email them at tlhsupport.com. The Learning House Help Desk is available around-the-clock. Live chat is also available weekdays 8:30 am – midnight EST, and weekends 10:00 am – midnight EST.

TUITION AND FEES FOR ONLINE COURSES

The tuition for an online course is the same as a face to face course. However, a distance learning fee of \$125.00 is assessed for each online course enrollment. This distance learning fee offsets the costs of hosting and administering Moodle and providing the 24/7 Help Desk for student and faculty support. Students may be responsible for proctored exam fees if they choose to use a fee-based testing center.

As per federal regulations, students receiving financial aid must authorize, electronically through WebAdvisor, the use of financial aid funds to pay for anything other than tuition. This includes the online course fee, books, graduation application, etc. Students only need to do this once while pursuing their degree. Log in to WebAdvisor at <https://webadvisor.barry.edu>, click on Federal Student Aid Authorization and follow the prompts.

PROCTORED EXAMS

Many online courses will use proctored exams for “high stakes” testing such as a midterm or final. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process. Proctored exams may be computer based or paper based. Proctored exams can be taken at most of our ACE locations across the state and from a variety of test providers located close to you. Proctored exams can be taken within a range of times and scheduled at your convenience. To see if your online course requires a proctored exam, check your course syllabus as soon as you can or contact your instructor. Your instructor will provide you with additional details regarding the proctor exam process.

ONLINE COURSE ATTENDANCE POLICY

Students are expected to log in the first day of class, thoroughly read the syllabus for each course and participate in any activities as described in the individual course syllabus. Students should log into class on a routine bases (best practice is once a day) and be actively engaged with their instructor and fellow classmates. Logging into a class without engaging in class activities does not constitute participation. Online courses are not self-paced. Although students can log in and complete their course work at times that are convenient for their schedule, instructors will require that students meet deadlines for the submission of assignments and tests, as well as to reply within a given time frame to discussion board posts.

WITHDRAWING FROM AN ONLINE COURSE

Students are not automatically withdrawn from a class for non-attendance. The withdrawal dates are listed in the Academic Calendar. Students who wish to withdraw from an online course(s), should first contact the Financial Aid Office at 305-899-3355 or by email at ace-finaid@mail.barry.edu to see how withdrawing from a class will affect student aid. There are several issues that may impact eligibility including status changes from full time to part time and satisfactory academic progress. Some students may even need to return financial aid funds. After this discussion, students should contact their advisor to complete and sign the Withdrawal Form.

DROPPED COURSES/REFUND POLICY

Students who wish to change their registration status before the semester begins or during the first week of class must complete the Add/Drop Form with their Academic Advisor. A full refund will be given to stu-

dents who drop their courses prior to the beginning of the term. Students who drop individual courses during the drop/add period will be charged 20%. There is no refund given after the first week of classes. Students should always consult with the financial aid office to see how dropping a class could impact student aid.

CODE OF CONDUCT

Students are required to maintain a high standard of conduct at all times. Hazing, bullying, inappropriate language in communication and sexual harassment conflicts with the mission of Barry University and therefore, will not be tolerated.

STUDENT ETHICS/ACADEMIC DISHONESTY POLICY

Students are expected to submit their own work for credit. Please refer the comprehensive Academic Dishonesty Policy in the ACE Bulletin.

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 acknowledgements, of the ideas, phrases, sentences or larger units of discourse from another writer or speaker. Plagiarism includes unauthorized copying of software and the violation of copyright laws.

PHOTO ID CARDS FOR ONLINE STUDENTS

Online students can provide information to their advisor electronically so that a photo identification card (student ID card) can be issued. Students are expected to carry their ID at all times when visiting the main campus or off campus sites. The card is the property of Barry University and is intended solely for its use. The Follett Bookstore accepts the Barry ID card as a mode of payment. However, money must be added to the ID card prior to making any purchases with your card.

Students may send a standard passport picture or photo taken using the guidelines below. The photo should be approximately 500 x 600 pixels and in JPG format. In addition to the standard photo, students are required to send a copy of their driver's license.

Standard guidelines:

- Taken within the last 6 months to reflect current appearance
- Taken in front of a plain white or off-white background
- Taken in full-face view directly facing the camera
- With a neutral facial expression and both eyes open
- Taken in clothing that is normally worn on a daily basis:

- Uniforms should not be worn in the photo, except religious clothing that is worn daily.
- Do not wear a hat or head covering that obscures the hair or hairline, unless worn daily for a religious purpose. The full face must be visible, and the head covering must not cast any shadows on the face.
- Headphones, wireless hands-free devices or similar items are not acceptable in the photo.
- If you normally wear prescription glasses, a hearing device or similar articles, they may be worn for the photo.
- Dark glasses or non-prescription glasses with tinted lenses are not acceptable unless needed for medical reasons (a medical certificate may be required)
- Glare on glasses is not acceptable in the photo. Glare can be avoided with a slight downward tilt of the glasses or by removing the glasses or by turning off the camera flash.

MASTER OF ARTS IN ADMINISTRATION (M.A.A.)

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.
- Submission of a resume or vitae and professional references indicating work history.
- 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 79 on the internet-based versions of this test. Students may also submit the IELTS results. Barry University requires a band score of 6.5 or higher. For further information on these tests, refer to www.ielts.org or www.toefl.org. 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 admissions to the program is neither implied nor guaranteed.**

PROVISIONAL ADMISSIONS

Students with a GPA below 3.50 may be provisionally admitted if all of the other admissions criteria have been met. All applicants who have achieved less than a cumulative grade point average (GPA) of 3.5 in their Bachelor's degree will be required to take the ADM 511W Graduate Writing & Research (Non credit/ no cost workshop) in their first term of enrollment. Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in their first term of enrollment. Students must receive a "CR" (credit) in ADM 511W for full acceptance to be considered.

Provisionally admitted students may register for two (2) courses (six credits) and must receive at least a 3.0 (B) grade in each of the courses to register for any additional course(s). If they are successful in attaining at least a 3.0 (B) in each course and received a "CR" grade in ADM 511W, they are fully admitted. If they are unsuccessful in attaining a 3.0 (B) in both courses and/or a "CR" grade in ADM 511W, then the provisionally admitted student can no longer take courses in the MAA.

Admitted to Class (Class Enrollment for Students Not Yet Admitted)

Students must be admitted to the MAA program to enroll for courses. ACE no longer allows applicants to enroll for courses prior to being admitted to the program.

RE-ADMISSION REQUIREMENTS

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at www.barry.edu/graddocuments. Readmission is contingent upon approval by the Dean.

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 admissions and program requirements in place at the time of readmission.

PROGRAM DESCRIPTION

The Master of Arts in Administration (MAA) degree program is designed for working professionals with increasing responsibility for leading and managing modern organizations. It is a thirty six (36) credit hour graduate degree program that addresses topics related to administration, leadership, applied research, values and ethics, strategy, human resources, diversity, finance, project management, and information technology. The administrative competencies acquired in this program can be applied in a broad range of private, public, or not-for-profit settings. The curriculum emphasizes the application of effective organizational practices along with the ethical responsibilities valued in today's workplaces.

MAA PROGRAM LEARNING OUTCOMES

Integration of study, reflection and action are the underlying assumptions of the MAA program. Upon completion of the MAA degree program, students will be able to:

- Analyze the importance of collaborative service to both the local and global community through evaluation of social and organizational problems and the application of creative solutions.
- Evaluate ethical and social justice issues faced by the modern organization coupled with the administrative leadership and resources required to effectively deal with these challenges.
- Analyze the significance of an inclusive community in the workplace characterized by interdependence, dignity and equality, compassion and respect for self and others.
- Synthesize knowledge of administrative and leadership concepts, theories, models, and techniques within the broad social, economic, ethical, technical and political environments related to all types of organizations.

- Apply academic research methods to analyze, synthesize and effectively manage knowledge in the workplace.

THE CURRICULUM

REQUIRED COURSES: 36 CREDITS

ADM 505	Human Resource Administration	3
ADM 515	Information Technology Concepts	3
ADM 517	Financial Concepts for Administration	3
ADM 521	Applied Organizational Concepts	3
ADM 525	Administrative Strategies	3
ADM 535	Research Methodologies	3
ADM 545	Values and Ethics in Administration	3
ADM 553	Administrative Leadership Theory & Practice	3
ADM 568	Changing Environment of Administration	3
ADM 652	Diversity in the Workplace	3
ADM 680	Project Management	3
ADM 699	Capstone: Applied Project	3

NOTE: This is not a Master of Business Administration (MBA) degree program. Students interested in an MBA should consult the section of the Barry University Graduate Catalog on the Andreas School of Business.

ADDITIONAL COURSES

All applicants who have achieved less than an undergraduate cumulative grade point average (GPA) of 3.5 or who have a GPA of 3.5 or better who been out of school for more than four years will be required to take the ADM 511W Graduate Writing & Research class in their first term of enrollment. Students must receive a "CR" (credit) in ADM 511W for full acceptance to be considered.

ADM 511W	Graduate Writing & Research (offered online only)	(non-credit)
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COURSE SEQUENCING

Courses should be taken in sequence to the extent the schedule permits. Students required to take ADM 511W must take this workshop in the first term of enrollment. Students should take the ADM 535 and ADM 521 in their first six credits of enrollment, followed by other ADM 5xx level coursework. Following, students should complete the 6xx level courses. The capstone course ADM 699 should be completed in the student's last term prior to graduation. ADM 699 is offered in "B" terms only.

MASTER OF PUBLIC ADMINISTRATION (MPA)

ADMISSION REQUIREMENTS

- A baccalaureate degree from a regionally accredited or internationally recognized college or university. Official transcripts of all previous college or university studies must be submitted.
- A minimum GPA of a 2.50 is required for admissions. Candidates with less than a 2.50 cumulative GPA in their Bachelor's degree may be considered based on past work experience, but provisional acceptance on a case by case basis may be granted by the Academic Coordinator.
- Submission of a completed application form with a \$30.00 non-refundable fee. The fee is waived for Barry University alumni.
- A current professional resume, to include work history/experience.
- Two original and verifiable letters of recommendation from professional and/or academic sources.
- A "statement of purpose" 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.

- 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 79 on the internet-based versions of this test. Students may also submit the IELTS results. Barry University requires a band score of 6.5 or higher. For further information on these tests, refer to www.ielts.org or www.toefl.org. 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 admissions to the program is neither implied nor guaranteed.**

Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the PUB 511W Graduate Research & Writing course (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the PUB 511W in the first term of enrollment.

The following tables depicts how the admissions criteria categories and sub-categories function:

How Do I Get in? (Admissions Criteria)	
I have a BPA or similar Bachelor's degree	I have a Bachelor's Degree, but I <i>do not</i> have a BPA or similar degree
Begin the MPA program: <ul style="list-style-type: none"> • PUB 503/Theories, Principles & Practice • PUB 535/Applied Research Methods - OR • PUB 545/Values & Ethics 	Provisionally accepted, begin MPA program: <ul style="list-style-type: none"> • PUB 501/ Introduction to Public Admin • Other PUB 5xx course
If you have an Undergraduate Cumulative GPA less than 3.50, you must take the PUB 511W Graduate Research & Writing Workshop to enhance your skills in the program in the first term of enrollment; anyone can take this class, but you should take it in your first term of enrollment! This is a non-credit, no cost workshop.	
Continue MPA program with PUB 5xx & 6xx courses	
The MPA program is a minimum 36 credits to complete (39 with PUB 501); up to 6 credits are transferable from other accredited programs. Refer to transfer credit section.	
Complete MPA program with PUB 699 Capstone Project.	

How Do I Get in? (Admissions Criteria)	
A BPA or similar Bachelor's Degree	May be similar degree to BPA, depends on curriculum
<ul style="list-style-type: none"> • Public Affairs • Political Science • Public Policy • Public Safety Administration • Criminal Justice • Fire and Emergency Service • Emergency Management • Public Budgeting 	<ul style="list-style-type: none"> • Urban & Regional Planning • Social Work • Human Resources Management • Supervision & Management • Public Health • Health Services Administration • Military Science (ROTC) • Government & International Affairs
All other bachelor's degrees presented (i.e. History, English, Liberal Arts, etc.) will require the PUB 501/Introduction to Public Administration course and provisional acceptance. Students must complete this course in the first term of enrollment and make a grade "B" or better in this class.	
Any questions or clarifications may be referred to your Academic Advisor.	

Students requiring either or both the "Graduate (non-credit/no cost) workshop" (PUB 511 W) or "Introduction" course (PUB 501) will be admitted provisionally, must take them in their first term, and successfully complete them to be fully admitted to the program. Additionally, students are permitted to register for a three (3) credit, 500 level Public Administration course (PUB 503, PUB 535, or PUB 545) in their first semester while seeking full admission to the program. A failure to pass the "Graduate workshop" or obtain a "B" or better in each class in the first six (6) graduate level credits will result in dismissal from the program.

Students provisionally admitted to the MPA program are permitted to register for a maximum of six (6) credits in their first semester along with PUB 511W as prescribed above. Students will not be permitted to take any other graduate courses, provisionally or otherwise (i.e., upon application), before full acceptance.

Admitted to Class (Class Enrollment for Students Not Yet Admitted)

Students must be admitted to the MPA program to enroll for courses. ACE no longer allows applicants to enroll for courses prior to being admitted to the program.

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.

RE-ADMISSION REQUIREMENTS

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at www.barry.edu/graddocuments. Readmission is contingent upon approval by the Dean.

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 admissions and program requirements in place at the time of readmission.

Program Description & Learning Outcomes

The Frank J. Rooney School of Adult and Continuing Education (ACE) of Barry University offers a Master of Public Administration (MPA) degree program. As a builder of our tradition's cumulative wisdom, Woodrow Wilson was quoted as saying, "*My own ideals for the University are those of a genuine democracy and serious scholarship.*" Woodrow Wilson promoted social justice as the President of the United States, President of Princeton University, a leading advocate for the League of Nations and world peace, as well as one of the primary architects of modern American Public Administration.

Wilson's words ring true, because the MPA Program is the Barry University gateway of democracy and scholarship to the Public Administration graduate experience. Scholarship is the pursuit of knowledge and truth, which resonates with the authentic Dominican

heritage. The pursuit of truth necessitates comprehensive steadfast commitment to serve a particular society and culture. Truth is inseparable from its quest, which is knowledge, and knowledge is the way of situating us in the world so that we can serve the world for its greater good. This relationship can be no more clearly demonstrated than in public service.

The MPA Program begins the journey of Wilson's "genuine democracy and serious scholarship" in graduate Public Administration toward a deeper knowledge and truth. The Barry University MPA Program provides students with:

- Knowledge of the theory, principles and practice of service to the public;
- Instilling in students a commitment to ethical public service for the protection of the public interest and public trust; and
- Graduating students who promote service and social justice plus solutions to human, social, economic, and environment problems.

Consistent with the mission of Barry University, the faculty in the MPA degree program is committed to the highest academic standards in graduate and professional education. The MPA degree program is designed as a degree program for career professionals with a focus on the administration of public, non-profit, and other organizations which serve a public purpose. The MPA is 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 workplace has evolved and the factors responsible for this evolution. The curriculum is designed to address the critical administrative competencies in the public and nonprofit sectors through skills development and enhancement in the context of a theoretical foundation. Upon completion of the program, students will be able to:

- Apply graduate research methods and techniques and to evaluate the effectiveness of public programs and the outcomes of policy alternatives.
- Synthesize the concepts associated with ethical behavior and social responsibility that will engage students in a meaningful effort to affect social change and promote social justice.
- Evaluate leadership qualities and analyze the rule of law in administrative procedures, as well as diverse roles in effective administrative decision making.
- Evaluate the process for planning for change and the various means of production in the public sector, leading to ways to maximize efficiency and effectiveness.
- Synthesize, analyze, and apply theories and principles of public administration.

THE CURRICULUM (36 CREDITS)

REQUIRED COURSES (30 Credits)

PUB 503	Theories, Principles and Practice of Public Administration	3
PUB 535	Research Methodologies	3
PUB 545	Values and Ethics in Public Administration	3
PUB 609	Seminar in Public Financial Administration	3
PUB 611	Seminar in Public Human Resources Administration	3
PUB 635	Leadership in Public Purpose Organizations	3
PUB 647	Public Law and Administration	3
PUB 670	Public Planning and Growth Management	3
PUB 699	Capstone: Applied Project	3

Note: PUB 503 & PUB 535 must be taken in the first term after full acceptance in program, to the extent the schedule permits; PUB 699 must be taken in the last term of the program.

ELECTIVE COURSES (6 Credits) (Select any 2)

PUB 605	Public Policy Analysis and Evaluation	3
PUB 622	Non-Profit Administration	3
PUB 623	Productivity Improvement in the Public Sector	3
PUB 650	Public/Private Enterprise	3
PUB 660	Public Policy and Administrative Process	3

MINIMUM 36 CREDITS TO COMPLETE DEGREE

ADDITIONAL COURSES (Does not apply to 36 credit minimum)

PUB 501	Introduction to Public Administration (3 credit) (Offered online only)
PUB 511W	Graduate Writing & Research (non-credit) (Offered online only)

Course Descriptions—Administration Prefix: ADM

Note: ADM 511W will be a required workshop for all provisionally accepted MAA program students whose undergraduate degree cumulative grade point average (GPA) is below 3.5. Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in the first term of enrollment. This workshop must be taken in the student's first term and must be successfully completed with a passing grade of "CR" to proceed as fully accepted in the MAA program.

505 Human Resources Administration (3)

This course is an overview of Human Resource administrative functions in contemporary organizations including human resource planning, human resource strategy, performance evaluation, employee benefits, compensation, career planning, labor relations, discipline, and safety and health. This course will examine how organizations meet their objectives through human resource administration, and how human resources align with the organization's mission, vision, and strategy.

511W Graduate Writing & Research (non-credit)

This 32 hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style, and tone for academic writing, and revising one's own work. The workshop also includes a review of basic statistics. (Offered online only)

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.

517 Financial Concepts for Administration (3)

The purpose of this course is to provide students in administration and non-financial administrators an opportunity to develop a comprehensive understanding of the use and interpretation of basic financial concepts and how they relate to administrative decisions.

521 Applied Organizational Concepts (3)

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

525 Administrative Strategies (3)

This course focuses on the goal oriented methods and techniques of developing administrative strategies necessary to lead departments and organizations. Strategy formulation and implementation are complex interactive processes which involve politics, organizational culture, values, vision, mission and administrative styles which influence administrative decisions and outcomes.

535 Applied 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.

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.

553 Administrative Leadership Theory & Practice (3)

This course is designed to develop the understanding and application of administrative leadership theory. The course uses research and analysis of great leaders (however defined) from a variety of domains, social, religious, political, business and athletic, or entertainment...to develop a more sophisticated comprehension of administrative leadership.

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.

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.

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.

699 Capstone: Applied Project (3)

The Applied Project is a supervised capstone for the master's program. It is an independent, web-supported study with a graduate faculty mentor/instructor. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work. Prerequisite: Successful completion of other coursework in program.

Course Descriptions— Public Administration Prefix: PUB

Note: PUB 511W will be a required workshop for all provisionally accepted MPA program students whose undergraduate degree cumulative grade point average (GPA) is below 3.50. Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the PUB 511W in the first term of enrollment. This workshop must be taken in the student's first term and must be successfully completed with a passing grade ("Pass/Fail" grading) to proceed as fully accepted in the MPA program.

501 Introduction to Public Administration (3)

This course introduces the history and practice of public administration in the United States at the national, state, and local levels. Topics include public policy, organizational theory, budgeting procedures, intergovernmental administration, human resources, the ethics of public service, and the impact of the information age.

Note: This will be a required course for all provisionally accepted students who begin the MPA program with undergraduate degrees outside Public Administration. This course must be taken in the student's first term and must be successfully completed with a final grade of "B" or better to proceed as fully accepted in the MPA program.

503 Theories, Principles, and Practice of Public Administration (3)

The course will focus on the classic writings that have framed the foundation of public administration over the past 120 years. The subject matter will be taught with application to current public administration practice as its principle objective.

511W Graduate Writing & Research (non-credit)

This 32 hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style,

and tone for academic writing, and revising one's own work. The workshop also includes a review of basic statistics. (Offered online only)

535 Research Methodologies (3)

This course provides an opportunity for students to explore research that relate to administrative and technical processes using various research techniques. Students undertake an in-depth review and critical investigation using qualitative and quantitative analysis. Students will be exposed to various tools and techniques appropriate to applied research and will develop a research design based on an instructor-approved topic. The research design may be used as a foundation for the capstone project.

545 Values and Ethics in Public Administration (3)

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in public administration decisions. The importance of ethics in maintaining public trust in the context of representative democracies will be emphasized. Classic moral philosophies will be studied as the basis for the values and ethical practices in government today. In addition the legal requirements for complying with legislated ethical standards will be studied.

605 Public Policy Analysis and Evaluation (3)

Program analysis and evaluation is a seminar designed to examine the theory and practice of public program analysis as it is conducted in complex political environments.

609 Seminar in Public Financial Administration (3)

This course presents the principles of financial management in the public sector. Topics include public sector operating and capital budgets, expenditures and revenues, and financial reporting and analysis at the federal, state, and local level as well as the role of financial administration in promoting the common good.

611 Seminar in Public Human Resources Administration (3)

This course presents the principles of public personnel management and human resource administration and examines the balance between organizational and individual needs. Topics include the functional and technical aspects of human resources, strategic and operational concerns, the history of the civil service, constitutional/legal issues, employee benefits, recruiting/hiring/developing/retaining high quality employees, and labor union/management relations.

622 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.

623 Productivity Improvement in the Public Sector (3)

This course examines techniques for measuring and improving productivity in public organizations. Current and historical public management theories will be taught and analyzed.

635 Leadership in Public Purpose Organizations (3)

Leadership is essential in any organization for it to be effective. This course will review 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 will be addressed.

647 Public Law and Administration (3)

The role of public administrative law and procedure will be 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 public policy processes inherent in making and sustaining public policy.

650 Public/Private Enterprise (3)

This course will review the scope of public/private enterprise structures in the United States. Further, it will review the scope of public purchasing, public/private partnerships, privatization of public services and contracting for public services from the private sector.

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 application made to current state and local government administrative practice. The political process and public policy making will be examined.

670 Public Planning and Growth Management (3)

The classic management function of planning will be reviewed in its state and local government contexts. Emphasis will be placed on planning for change management applications to social equity and on strategic planning in public decision making.

699 Capstone: Applied Project (3)

The Applied Project is a supervised capstone for the master’s program. It is an independent, web-supported study with a graduate faculty mentor/instructor and a professional in the field to guide relevance to current public administration practice. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work.

COLLEGE OF ARTS AND SCIENCES

Karen A. Callaghan, Ph.D., Dean and Associate Vice President for Undergraduate Studies

Victoria Giordano, Ed.D., Associate Dean for Learning/Academic Support Services

Gloria Schaab, S.S.J., Ph.D., Associate Dean for General Education

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

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

Deborah Montague, M.B.A., Assistant Dean

Faculty: Bacheller, Berdayes, L., Berdayes, V., Capó, Chojnacki, Dean, DeDonno, DesRosiers, Estevez, Ewing, Fairbanks, Feldman, Gordon, Grant, Hall, Heller, Hicks, Iozzio, Koncsol, Lavallee, Lizama, Marill, Miranda, Molinari, Muscarella, Nelson, Presmanes, Ratzmann, Rytteke, Samra, Saverimuttu, Schaab, Sirimangkala, Ward, 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

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

DEPARTMENT OF FINE ARTS

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

DEPARTMENT OF PSYCHOLOGY

- Clinical Psychology, M.S.

DEPARTMENT OF THEOLOGY

- Practical Theology, M.A.
- Certificate in Healthcare Ethics
- 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 College 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

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 college 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 Specialization

Ceramics Specialization

Graphic Design Specialization

Painting and Drawing Specialization

Biology

Biology, General

Marine Biology

Pre-Professional

Broadcast and Emerging Media

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
 Instrumental Specialization
 Vocal Performance Specialization
Philosophy
Photography
 Photo Specialization
 Photo/Biomedical/Forensic Specialization
Political Science
Pre-Engineering

Pre-Law
Psychology
Public Relations
Sociology
Spanish
Theatre
 Acting Specialization
 Technical Theatre Specialization
 Dance Theatre Specialization
Theology
 Please refer to the Barry University Undergraduate
 Catalog for detailed information.

DEPARTMENT OF COMMUNICATION

Faculty: Berdayes, L., Berdayes, V., Chojnacki, Dean, Gordon, Hicks, Nelson, Samra, Saverimuttu, Sirimangkala, Steele

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 College 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.
- An acceptable score on the verbal and quantitative sections of the Graduate Record Examination (GRE); or GRE Alternative Portfolio (see below). The GRE requirement may be waived for students with an earned a graduate degree.
- 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 TOEFL or IELTS score. The minimum required scores are:
IELTS: 6.5
TOEFL iBT: 79
TOEFL paper based test: 550

The TOEFL or IELTS 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.

- 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.
- A personal statement
- A writing sample

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.

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 college action, including dismissal.

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

DEGREE REQUIREMENTS (36 semester hours)

Core: (12 semester hours)

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

Electives: (24 semester hours)

COM 509	Organizational Communication	3
COM 512	Persuasion	3
COM 590	PR Principles and Case Studies	3
COM 616	Communication and Conflict Management	3
COM 638	Strategic Issues and Crisis Management	3
COM 650	Capstone	3
COM 690	Public Relations Campaigns	3
COM 694	Internship	3
COM 697	Special Topics	3
COM 699	Thesis Guidance	3-6

GRE ALTERNATIVE PORTFOLIO

A portfolio option to the GRE is available for application to the M.A. in Broadcast Communication and M.A. in Public Relations and Corporate Communication degrees. There is no required design for the portfolio, but the presentation of evidence must be clear, concise, and organized. The portfolio option does require the following:

- An academic writing sample
- A maximum of four well-selected *additional* pieces of evidence
- A letter of introduction to the portfolio, which describes each piece of evidence and provides a thoughtful rationale for its inclusion
- If using specific courses as evidence, copies of transcripts with courses used as evidence highlighted

All portfolios will be reviewed by the Department of Communication Graduate Faculty. Portfolios will be rated on a 1-4 scale rubric in the five categories described in this document. (Speak with the Communication Department's Graduate Program Coordinator before beginning preparation of a GRE alternative portfolio.)

GRE Alternative Portfolio Category Descriptions**1. Communication: Written**

Evidence of effective graduate level skills in written communication. Communicates ideas thoughtfully and clearly, shows organization and appropriate development of ideas in written presentation, competent spelling, usage, and grammar skills.

2. Communication: Other

Evidence of communication skills beyond written communication, such as oral communication, technology, use of the arts, graphs/charts, etc. Also demonstrated through thoughtful presentation of portfolio evidence. Rationale is well explained, evidence is well-selected and appropriate in demonstrating competence in all categories.

3. Research Competence

Solid evidence that an applicant has the research literacy (quantitative and/or qualitative) needed to be successful in program work. This would include evidence of statistical skills, mathematical skills, skills of analysis, and logic/reasoning. It is recommended that part of the evidence provided here is a transcript(s) demonstrating the variety of mathematics courses and science courses involving mathematics/research that have been taken. Also, a project that involves data collection and analysis and/or other mathematics could be referenced as additional evidence for this category.

4. Potential for Success as a Graduate Student

Evidence that demonstrates initiative, creative thinking, intellectual capacity, ability to work independently, as well as the ability to work effectively with others.

5. Relevant Experience

Evidence of relevant experience within the field of study. A resume/CV is recommended here, along with any tangible supplements (i.e. campaigns, journalistic pieces). If part of your evidence for this category and/or any other category is a video, provide a tape/DVD with carefully selected segments that demonstrate what you want to highlight. Also include a brief synopsis with the video.

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 TOEFL or IELTS score. The minimum required scores are:

IELTS: 6.5

TOEFL iBT: 79

TOEFL paper based test: 550

The TOEFL or IELTS 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.

- 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)
Communication	Communication abilities sufficient for interaction with others orally and in writing	Give directions
Hearing	Auditory ability sufficient to respond to oral instructions	Monitor audio levels, respond to directions given through a headset
Visual	Visual ability sufficient for monitoring video sources	Focus shot, follow movement of people and objects in video shot, adjust audio and video levels
Mobility	Physical abilities sufficient to carry, move, and maneuver cameras in small spaces	Balance, move and “truck” studio cameras in a timely manner, hold a field camera steady
Motor Skills	Gross and fine motor abilities sufficient to operate broadcast equipment	Operate switcher, linear and non-linear editors, focus cameras
Social Behavior	Patience, interpersonal skills, teamwork, integrity, interest, and motivation	Work with others under the pressure of a “live” broadcast

PROGRAM REQUIREMENTS

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

Required courses (15 to 18 hours)

COM	514	Audio and Video Production	3
COM	518	Broadcast News	3
COM	595	Communication Law	3
COM	597	Media Management	3
COM	605	Advanced Television Production	3
COM	694	Graduate Internship	3
COM	697	Special Topics	6

CERTIFICATE PROGRAM IN PUBLIC RELATIONS AND CORPORATE COMMUNICATION

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 TOEFL or IELTS score. The minimum required scores are:
IELTS: 6.5
TOEFL iBT: 79
TOEFL paper based test: 550
The TOEFL or IELTS 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.
- Two letters of recommendation.

PROGRAM REQUIREMENTS

The post-baccalaureate certificate program in Public Relations and Corporate Communication requires 15 to 18 hours of coursework.

The Certificate in Public Relations and Corporate Communication provides a practical alternative to our Master of Arts in Public Relations and Corporate Communication, enabling students who do not wish to seek a graduate degree to still have graduate level skills in the workplace. This is one-year program. Students will be able to start spring or fall.

Required courses (15 to 18 hours)

COM	509	Organizational Communication	3
COM	590	Public Relations Principles and Case Studies	3
COM	512	Persuasion	3
COM	595	Communication Law	3
COM	616	Communication and Conflict Management	3
COM	638	Strategic Issues and Crisis Management	3
COM	697	Special Topics	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.

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/NC 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/NC grade only.

DEPARTMENT OF FINE ARTS

Faculty: Ewing, Heller, Lizama (Chair), Rytteke, Weber

MASTER OF ARTS IN PHOTOGRAPHY

MISSION STATEMENT:

Based upon the tradition of the liberal arts, the Fine Arts at Barry (art, dance, music, photography and theatre) provide students with a broad foundation in the methods, practical skills, and historical context of each discipline. Through classes and events the Department strives to foster individual creativity, develop aesthetic sensitivity, and encourage self-expression. The Department's activities provide cultural enrichment to both the campus and the larger community through public performances, exhibitions, lectures, and collaborations with outside arts organizations. Students are advised and encouraged to study, reflect and participate in the intellectual life of the University and community. The Department is committed to the transformative power of the arts and their ability to explore issues of ethics, social justice and affecting change.

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. 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 66 credit-hour program can be completed in six semesters and must be completed within seven years, including the written thesis and thesis exhibition.

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. M.F.A. candidates are required to produce a written thesis and a thesis exhibition. M.A. candidates are required to participate in a group exhibition.

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 develop and support the mastery of traditional photography, as well as contemporary digital photographic processes.
- To stimulate creative and technical photographic excellence at an advanced level, as an expression of the student's aesthetic.
- To facilitate the process of artistic development by encouraging mentoring relationships between faculty and students, in an open learning environment.

ADMISSIONS REQUIREMENTS:

- Bachelors degree with a minimum 3.0 gpa from a regionally accredited or internationally recognized institution.
- Portfolio of no more than 20 copy slides or CD of original photographs. Portfolio guidelines can be found on our website (<http://www.barry.edu/fine-arts/photography-mfa/home/>).
- Two official copies of transcripts from each institution attended.
- Official test score copies of either:
MAT (Miller's Analogies Test) or
GRE (Graduate Record Examination)
(Waived for applicants with Master's degree)
- 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
- Portfolio review form with self assessed photography skill listed which can be found on our website (<http://www.barry.edu/fine-arts/photography-mfa/home/>).
- After portfolio is submitted an informal personal or phone interview with photography faculty may be 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
 - No portfolio materials will be reviewed from May to August.

PROGRAM STANDARDS:

- Full-time study may not exceed 12 credits per semester. 9 credits per semester is considered full time.
- 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 thesis exhibition.
- Students interested in changing from the M.A. program into the M.F.A. must do so prior to completing 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.
- Students wishing to change from the M.F.A. program into the M.A. must give formal notice 3 months in advance and be formally approved.
- Assessment of the M.F.A. candidate's creative and technical outcomes will be through faculty evaluation and approval of a substantial one-person thesis exhibition. The M.A. candidate will be similarly judged, but as part of a group exhibition.
- M.F.A. candidates should express their artistic intentions and philosophies in a written formal thesis.
- 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
PHO 559/659 Independent Study in Photography	15
ART/PHO Art History graduate courses	9
PHO 691 A MFA Grad. Thesis Exhibition	5
PHO 691 B MFA Grad. Thesis	4
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
PHO 559/659 Independent Study in Photography	9
ART/PHO Art History graduate courses	6
PHO 690 MA Grad. Thesis Exhibition	3
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	Special Topics in Photography	3
PHO 501	Color Photography	3
PHO 502	Color Processes	3
PHO 504	Advanced Photography	3
PHO 505	Advanced Digital Imaging	3
PHO 506	Advanced Digital Photographic Imaging	3
PHO 507	View Camera	3
PHO 508	Large Format Photography	3
PHO 512	Studio Lighting	3
PHO 511	Lighting Techniques	3
PHO 515	Influences of the Masters	3
PHO 517	Manipulative Photography	3
PHO 519	Digital Fine Art Printing	3
PHO 520	History of Photography	3
PHO 521	History of Photography, Film & Art	3
PHO 529	Fine Arts Digital Portfolio	3
PHO 559	Independent Study	3
PHO 601	Photography Practicum I	3
PHO 602	Photography Practicum II	3
PHO 659	Independent Study	3
PHO 660	College Teaching Prep I	3
*PHO 661A	College Teaching Prep. IIA	1
*PHO 661B	College Teaching Prep. IIB	2
*PHO 662A	College Teaching Prep IIIA	1
*PHO 662B	College Teaching Prep IIIB	2

PHO 690	MA Graduate Thesis Exhibition	3
*PHO 691A	MFA Graduate Thesis Exhibition	5
*PHO 691B	MFA Graduate Thesis Internship	4
PHO 699	Internship	3-6
ART 509	Renaissance Art	3
ART 510	Art in the Age of Rembrandt	3
ART 511	19th Century European Art	3
ART 517	20th Century Art	3
ART 550	Collage	3
COM 514	Audio and Video Production	3
COM 591	Television Directing	3
COM 605	Advanced TV Production	3
COM 622	Corporate Video	3
COM 694	Graduate Internship	3
COM 701	Independent Study	3

*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. 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. degree 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. Development of the MFA thesis exhibition can take up a year, and includes in-progress reviews with the Graduate Faculty Committee. The second major component of the graduation requirement is a written thesis. The content of your written thesis must include an in-depth, critical examination of your own work, a biography, high-quality photographic reproductions of your images, as well as work by other artists whose influence may be of importance. Grammar and composition should be of graduate level, with formal committee approval necessary. 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: ART

509 Renaissance Art (3)

Art and architecture of the Renaissance in relation to the political and social structures of the 15th and 16th centuries. Emphasis upon the Italian Renaissance, with Northern Renaissance art also covered.

510 Art in the Age of Rembrandt (3)

European art and architecture from 1600-1700, during the Baroque era. Emphasis upon the achievements of Rembrandt, Vermeer, Caravaggio, Bernini, Rubens and Velazquez, in relation to social and intellectual developments, plus the innovations in architecture and the dominance of Versailles.

511 19th Century European Art (3)

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

517 20th Century Art (3)

Art and architecture in Europe and America from Fauvism and Cubism at the beginning of the century to Postmodernism at the end. The multiculturalism of recent art will be emphasized.

550 Collage (3)

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

Course Descriptions— Prefix: PHO

501 Color Photography (3)

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

502 Color Processes (3)

An exploration of various color processes including printing from color negatives using various print mediums among others. (Special fee)

504 Advanced Photography (3)

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

505 Advanced Digital Imaging (3)

A refined study of digital manipulation through the use of image editing software. More complex layer techniques, use of scanner as an input device, various source materials and non-traditional presentations are explored. Discussions will include aesthetics and ethics of using digitally modified images. Prerequisite: proficiency in Photoshop. (Special fee)

506 Advanced Digital Photographic Imaging (3)

Application of advanced digital camera techniques as an expressive visual medium along with the use of image editing software. The class will reinforce digital photographic manipulation skills, as well as, discussions about digital artists, critical thinking, and aesthetics in relation to personal creativity and expression. Prerequisite: proficiency in Photoshop. (Special fee)

507 View Camera (3)

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)

508 Large Format Photography (3)

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)

511 Lighting Techniques (3)

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

512 Studio Lighting (3)

An investigation of studio lighting as a tool for personal expression and the use of light as subject matter. The class will cover technique, visual artist's use of light and discussions about the principles and aesthetics of the light in relation to and impact on personal creative expression. Projects will involve using monolights, and power pack strobes and on-camera strobes. (Special fee)

515 Influences of the Masters (3)

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)

517 Manipulative Photography (3)

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

519 Digital Fine Art Printing (3)

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 Photoshop. (Special fee)

520 History of Photography (3)

An overview of the evolution of photography from its invention in the 1820's up to contemporary experimental work.

521 History of Photography, Film and Art (3)

Integration of the stylistic and technical developments in the history of photography, cinema and painting from 1839 to the present. Emphasis upon the interrelationship of aesthetic movements and cross-fertilizing influence of the different media. Analysis of classic movies as representative examples from film history.

529 Fine Art Digital Portfolio (3)

The emphasis of the course is the development of a cohesive body of work. The class will cover digital portfolio making using printed and time-based digital media techniques, sequencing and narrative structure. Photographic artists, critical thinking and aesthetics in relation to personal creativity and expression will

be discussed. Prerequisites: Proficiency in Photoshop. (Special fee)

559 Independent Study (3)

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. (Special fee)

601 Photography Practicum I (1-3)

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.

602 Photography Practicum II (1-3)

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.

659 Independent Study (3)

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. (Special fee)

660 College Teaching Prep. I (3)

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.

661A College Teaching Prep. IIA (1)

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)

661B College Teaching Prep. IIB (2)

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. Prerequisite: PHO 661A and permission of Fine Arts Graduate Committee.

662A College Teaching Prep. IIIA (1)

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)

662B College Teaching Prep. IIIB (2)

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. Prerequisite: PHO 662A and permission of Fine Arts Graduate Committee.

690 MA Graduate Thesis Exhibition (3)

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. (Special fee)

691 A MFA Graduate Thesis Exhibition (5)

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. (Special fee)

691B MFA Graduate Thesis (4)

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.

699 Internship (3-6)

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.

DEPARTMENT OF PSYCHOLOGY

Faculty: Bacheller, DeDonno, DesRosiers, Feldman, Hall, Koncsol, Muscarella (Chair), Wated

MISSION STATEMENT

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 for the betterment of local and global communities as well as for personal growth. Students are guided 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, contributing citizens of the world committed to engaging in collaborative service and social justice.

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 an ethical 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. There are two options for completing the degree.

- A) The 60-credit option is designed to prepare the student to meet the educational requirements for licensure as a mental health counselor in the State of Florida. The student may also choose to pursue doctoral study after completing the 60-credit option.
- B) The 36-credit option is the core of the 60-credit option but is not sufficient by itself for licensure. The student who decides to pursue doctoral study with less than a 60-credit master's degree, or who decides to embark upon an alternative career path, can choose the 36-credit option.

PROGRAM 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. To this end, also 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 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 ethical practice and 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 as a mental health counselor.

EXPECTED OUTCOMES

Upon successful completion of the program, based on the scientist-practitioner model, all graduates will have acquired the ability to do the following with awareness of individual and cultural diversity and an understanding of the ethical standards of the American Psychological Association:

Psychological Research: Students will conduct ethical empirical research resulting in a master's thesis: They will write an integrative literature review, formulate a rationale for the study, generate hypotheses, and devise an appropriate method. They will compute and report statistical results and discuss the results. The format will be according to the style of the American Psychological Association.

Psychological Assessment: Students will demonstrate proficiency in all aspects of ethical psychological assessment: They will perform a clinical interview, intelligence test, and personality tests. They will write an integrated psychological report; give a multiaxial diagnosis based on the most current version of the *Diagnostic and Statistical Manual*; and develop a clinical conceptualization, treatment goals, and a treatment plan to achieve those goals.

Psychological Intervention: Students will demonstrate proficiency in the ethical use of basic psychological interventions including crisis intervention, individual psychotherapy, and group psychotherapy: They will establish rapport, engage in reflective listening, facilitate ventilation of feelings, make psychological interpretations, apply the technique of cognitive restructuring, guide in problem solving, teach stress reduction techniques, and facilitate group processes. They will critically evaluate research for the most appropriate interventions for specific problems.

Graduates who complete the 60-credit option will receive an additional 24 credits of education and advanced clinical training to prepare them to meet the educational requirements for licensure as a mental health counselor in the State of Florida.

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)
- Scores at a minimum of the 50th percentile on the verbal and quantitative sections of the GRE are preferred.
- Two letters of recommendation
- Students are admitted for the fall semester only
- Application deadline is February 15. After that date students may be admitted on a space-available basis.

ADDITIONAL REQUIREMENTS AND TECHNICAL STANDARDS FOR ADMISSION, ENROLLMENT AND GRADUATION

The Department of Psychology has a responsibility to society and the profession to admit and graduate students who will be competent master's-level psychologists and mental health professionals. Therefore, students must adhere to the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association. Students in the Clinical Psychology Program are under continuous evaluation by the faculty to ensure that they have the intellectual, psychological, emotional, and interpersonal readiness to engage in professional activity with the public. Thus, the faculty in the Clinical Psychology Program reserve the right to require entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Clinical Psychology Program. The faculty also reserve the right to dismiss from the Clinical Psychology Program any student whose behavior suggests potential harm to the public in the role of a mental health professional. The technical standards that follow are required for admission, enrollment, and graduation from the Clinical Psychology Program:

- Ability to participate in oral demonstrations, presentations, and role-plays of clinical situations.
- Ability to participate in the audio and video recording of simulated and actual clinical situations for the purpose of practice and supervision.
- Ability for effective oral communication.
- Ability for effective written communication.

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.

PRACTICUM AND INTERNSHIP

Although students are assisted in identifying program-approved practicum and internship sites, students are accepted by sites based on their own merits and qualifications. Most sites require that students be present during regular daytime working hours, Monday through Friday. Drug screening and criminal background checks, including fingerprinting, may be required by some sites. Students are charged a fee for liability insurance coverage for each semester they are enrolled in clinical psychology practicum or internship.

DISMISSAL

The following are academic causes for dismissal:

- More than two C and/or NC grades
- Any one grade lower than C
- A C and/or NC 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
*PSY 528	Human Sexuality	3
PSY 564	Advanced Lifespan Development	3
*PSY 594	Physiology and Treatment of Substance Abuse	3
PSY 596	Techniques of Therapy	3
*PSY 598	Advanced Topic Seminars	3
PSY 602	Clinical Psychopathology	3
PSY 610	Clinical Assessment	3
PSY 615	Legal, Ethical and Professional Issues for Clinicians	3
PSY 625	Advanced Personality	3
PSY 628	Case Conceptualization and Treatment Planning	3
PSY 635	Group Therapy	3
*PSY 643	Vocational Psychology	3
*PSY 645	Community Psychology	3
*PSY 646	Social and Multicultural Foundations of Practice	3
PSY 665	Clinical Psychology Practicum	3
*PSY 675	Clinical Psychology Internship	6
PSY 699	Master's Thesis	6

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

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 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 biannually)

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 (Occasional offering)

564 Advanced Lifespan Development (3)

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

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. (Fall)

598 Advanced Topic Seminars (3)

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

602 Clinical Psychopathology (3)

Detailed description and analysis of the DSM with an exploration of case history materials. Diagnostic and therapeutic issues are considered. Prerequisite: PSY 413 or equivalent, PSY 625 (Spring)

610 Clinical Assessment (3)

Rationale, administration, scoring, and interpretation and report writing of the Wechsler Adult Intelligence Scale-IV, the MMPI-2, and other personality measures. Prerequisites: PSY 320 or equivalent, PSY 602 (Spring) (Special fee)

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. (Occasional offering)

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)

Capstone course which integrates knowledge of assessment, personality, human behavior, and DSM diagnostic criteria into a diagnostic model of case conceptualization, including theoretical frameworks for underlying causes and manifestations of disorders in treatment planning. The course will focus on the use of specific empirically based treatment methods using case history materials and the application of behavioral assessments to assess treatment outcomes. Prerequisite: PSY 596, Corequisite: 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 (Fall)

643 Vocational Psychology (3)

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. (Summer biannually)

645 Community Psychology (3)

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 biannually)

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. (Summer biannually)

665 Clinical Psychology Practicum (3)

165-hour practicum that includes clinical skills training and supervised experience in applied mental health facilities 8-10 hours per week with a minimum of 40 client contact hours. Diagnostic and therapeutic skills are practiced. Weekly meetings with both faculty supervisors and field supervisors are required. Offered with the credit/no-credit option only. Prerequisites: approval of the faculty, acceptance by placement site, and successful completion of all core courses except PSY 610 and PSY 628 (these courses are required corequisites unless they have been previously completed). (Spring)

675 Clinical Psychology Internship (2,2,2)

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. Offered with the credit/no-credit option only. Prerequisites: Successful completion of PSY 665, approval by the faculty, and acceptance by placement site. (Summer, Fall, Spring)

699 Master's Thesis (3,3)

Supervised independent research study. Ongoing research must be presented at the Annual Psychology Student Research Forum. The proposal and completed study must be formally presented to the faculty. 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. Offered with the credit/no-credit option only.

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Faculty: Capó, Estevez, Fairbanks, Grant, Iozzio, Lavallee, Marill, Miranda, Molinari, Presmanes, Ratzmann, Schaab, Vizcaino, Ward, 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 Ministry, and the Doctor of Ministry.

MASTER OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY

The MA in Practical Theology and Ministry 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 program consists of a core curriculum in Biblical, Systematic, Liturgical, Moral and Practical Theology. The Supervised Ministerial Formation component is designed to give students the theological and ministerial tools necessary for ecclesial ministry in a variety of ministerial settings. Participation in the Master of Arts in Practical Theology and Ministry degree program provides foundational theological education for ministerial competence in diverse communities of faith.

PROGRAM OBJECTIVES

The Program Objectives of the MA in Practical Theology and Ministry are designed to develop theological and ministerial competence through:

- rigorous academic engagement in the areas of biblical, systematic, liturgical, and moral praxis and theology
- critical and constructive theological reflection and case study analysis
- engagement with diverse cross-cultural contexts and global worldview
- promotion of personal and spiritual maturity
- formation for the lay ecclesial minister

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
- Sufficient undergraduate preparation or life experience, usually 18 hours of undergraduate theology or religious studies
- The Miller Analogies Test or GRE test results
- Two letters of recommendation
- An interview with the members of the Graduate Theology Committee (when possible)
- See the College of Arts and Sciences requirements.
- Provisional acceptance may be granted on an individual basis. See "Admission Requirements and Policies" section for the College of Arts and Sciences.
- Non-degree seeking acceptance: See "Admission Requirements and Policies" section for the College of Arts and Sciences.

REQUIREMENTS FOR GRADUATION

Course Work

For completion of the MA in Practical Theology and Ministry degree, students must 1) complete a minimum of 39 hours of course work (33 course credit hours and 6 Supervised Ministry credit hours) and 2) pass written and oral comprehensive examinations.

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 MA in Practical Theology and Ministry program.

Supervised Ministry

During the program of study, with the assistance of the Director of Ministerial Formation, the student takes two courses in Supervised Ministry (6 credits) designed to address the four Pillars of Formation: Personal, Intellectual, Spiritual, and Ministerial, as outlined in Co-Workers in the Vineyard of the Lord (USCCB).

Formation Plan

In conjunction with the Director of Ministerial Formation, the student in the MA in Practical Theology and Ministry develops a supervision schedule and Ministerial Formation Plan. This plan is based on the ministerial competencies of each student and their relevant life experiences.

Written and Oral Comprehensive Exams

The Department provides students with questions and a reading list for examinations in Hebrew Scriptures, New Testament, Systematic theology, Sacramental/Liturgical theology, and Moral theology with their matriculation into the program. Each of these areas of theology is examined from historical and practical perspectives. The student is expected to prepare all topic areas and questions for the comprehensive exams. 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 exams as well as on other topics and questions in the five areas. The oral examination lasts one hour and is conducted by at least three faculty examiners.

TRANSFER OF CREDIT

A maximum of six graduate semester hours in Religious Studies or Theology may be transferred from another regionally accredited college or university. Such course work must be relevant to the discipline, with the students having earned a minimum of 3.0 within the seven-year time limitation of the degree. Transfer 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 pursuing the Master of Arts in Practical Theology and Ministry are permitted seven years from the date of initial matriculation to complete requirements. Degrees may be completed on a full- or part-time basis.

CORE AND REQUIRED CURRICULUM FOR THE MASTERS OF ARTS IN PRACTICAL THEOLOGY AND MINISTRY (39 credit hours)

Required Core

THE 552G	Method in Practical Theology	3
THE 609G	Introduction to Systematic Theology	3
THE 636G	Christology or	
THE 637G	Christian God	3
THE 620G	Supervised Ministry I	3
THE 621G	Supervised Ministry II	3

Required Curriculum Distribution

One Hebrew Scripture 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 and Ministry Course Listings (Course descriptions are found following the description of the Doctor of Ministry Program)

CERTIFICATE IN U.S. HISPANIC/LATINO(A) THEOLOGY

The Department offers a Certificate in Hispanic/Latino(a) 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 Hispanic/Latino(a) Theology and Ministry. Students are required to take a distribution core of two courses and three additional courses designated for distribution in Hispanic/Latino(a) Theology and Ministry.

Students studying for the degrees of Doctor of Ministry or the Master of Arts in Practical Theology and Ministry may pursue a Concentration in Hispanic/Latino Theology and Ministry within their degree programs.

The Doctor of Ministry with a concentration in Hispanic/Latino Theology and Ministry provides the student with an opportunity for advanced theological study and examination of particular ministerial practice. The Hispanic/Latino Concentration requires five courses from the Hispanic/Latino Theology and Ministry curriculum, including the Foundational Courses (THE 630 and THE 632), contingent on enrollment and availability.

The Master of Arts in Practical Theology and Ministry with a Concentration in Hispanic/Latino Ministry and Theology requires that students select three (3) of their four (4) elective courses from the Hispanic/Latino Theology and Ministry curriculum. The three courses required for the Hispanic/Latino Concentration include both of the Foundational Courses (THE 630 and THE 632), contingent on enrollment and availability, and one other course from the Hispanic/Latino Theology and Ministry curriculum.

CORE

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

DISTRIBUTION (3 courses)

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.

CERTIFICATE IN HEALTHCARE ETHICS

Health care in the United States has its roots in the hospital care that congregations of Catholic women religious have provided. Many of these congregations, such as the Sisters of Bon Secours, Religious Sisters of Mercy, Sisters of Charity, and Franciscan Sisters, among others, founded hospitals to serve those who were sick and poor when no other care options existed. Many of these congregations continue to sponsor these hospitals. Increasingly, as women religious retire, lay persons have taken up the responsibilities of directing operations. Both the congregations and lay persons sharing their ministry are concerned with continuing the original mission and charism of the founding orders. The Department program in Healthcare Ethics addresses some of these concerns as it provides an examination of the ethics that informs healthcare ministries.

The purpose of the certificate is to provide a fundamental background in health care ethics. The program examines the following:

- The rise of bioethics as an academic discipline and its place in health care ministries
- Local and national health policy and health law
- Emergent issues surrounding reproductive and genetic technologies, neo-natal health and the welfare of children, death and dying
- Organizational ethics
- Healthcare mission and advocacy outreach

The Certificate in Healthcare Ethics at Barry includes a minimum of 15 course credit hours (5 courses) with a core of 3 courses. The Certificate program coheres with the specialized DMin in Institutional and Military Ministry, particularly as it applies to hospital and hospice chaplains.

Coursework for the Program in Healthcare Ethics includes:

CORE

THE 552G/552 Method in Practical Theology or THE 609: Introduction to Systematic Theology
THE 653G/653 Classics in Bioethics
THE 667G/667 HSA 525 Health Care Policy

DISTRIBUTION AND ELECTIVES (2 courses)

THE 658G/658 Death and Dying
THE 669G/669 HSA 530 Health Law
THE 671G/671 Organizational Ethics for Healthcare Providers
THE 672G/672 Mission and Advocacy
THE 674G/674 Ethical Concerns of Reproductive and Genetic Technologies
THE 675G/675 Ethical Concerns in Neo-Natal Care and the Welfare of Children
THE 712G/712 Topics in Bioethics

DOCTOR OF MINISTRY DEGREE PROGRAM (DMin)

The Doctor of Ministry degree (DMin) at Barry University is an advanced degree for ordained and non-ordained women and men engaged in full-time ministry from a variety of denominations. The program of study leading to the DMin degree prepares experienced ministers for advanced leadership activities and develops analytical skills of theological reflection on specialized ministerial or pastoral practices.

The purpose of the Doctor of Ministry degree program is to provide advanced theological reflection on and understanding of ministerial praxis and leadership through the study of practical biblical, systematic/liturgical, and moral theology for minister-leaders in the churches. The Program Goals of the Doctor of Ministry degree program are designed to develop theological and ministerial leadership and to enhance the practice of ministry by:

- providing advanced theological study of ministry and reflection on the purposes of particular ministerial practices
- investigating theological issues and ministerial practices in the context of academic study
- examining the praxis of ministry and fostering the knowledge and skills necessary for the development of a clear conception of the church's ministry
- forming a critical understanding of a particular ministerial practice, correlating a theological theory, and proposing a new understanding of that practice for contemporary ministerial needs
- developing those skills and competencies necessary for ministerial leadership advancing theological understanding of ministerial praxis.

COURSE OF STUDY

The DMin 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 CONCENTRATION AND RESEARCH

- Practical Biblical Theology
- Practical Sacramental/Liturgical Theology
- Practical Systematic Theology
- Practical Moral Theology
- Institutional Ministry, Military Ministry
- Hispanic/Latino(a) Theology & Ministry
- Institute and Ministry, Health Care Ethics

ADMISSIONS REQUIREMENTS:

- Completed application form identifying intended concentration in Practical Biblical Theology, Practical Systematic Theology, Practical Sacramental/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 DMin Committee
- three letters of recommendation; one must be an academic reference.

REQUIREMENTS FOR GRADUATION

For completion of the DMin 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 defend the thesis-project proposal; 3) students must participate in the Exit Experience; 4) 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 DMin program.

CURRICULUM DISTRIBUTION

The DMin 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 TheologySeminar	3
THE 800	DMin Integrative Seminar	3
THE 801	Thesis in Ministry	8
THE 802	Doctoral Ministerial Formation	6

REQUIRED CURRICULUM DISTRIBUTION

Biblical Theology	3
Systematic Theology	3
Sacramental/Liturgical Theology	3

Moral Theology	3
Elective coursework	<u>12</u>
Total	44

All graduate courses include peer learning.

At the start of studies the student participates in a 3 credit hour DMin Fundamentals of Practical Theology Seminar (THE 800A). 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 21 credit hours of course work, the student may participate in the DMin Integrative Seminar (THE 800). This seminar is designed to assist students in the final integration of their studies with the methods of practical theology, the identification of the ministerial issue to be examined, and the method of investigation that will be employed to facilitate the development of the thesis-project proposal. Students receive credit for this seminar upon approval of a mentor for the subsequent work of the thesis-project.

The DMin 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 a "thick description" of ministerial contexts.

TRANSFER CREDIT

A student may transfer up to six credit hours from another regionally accredited institution toward course work requirements. These credits must be at an advanced level and appropriate to the goals of the DMin 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 DMin 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.

THESIS-PROJECT PROPOSAL DEFENSE

With the Thesis-Project Proposal Defense the student demonstrates before a community of scholars and peers, the defense of the thesis-project subject matter and the use of practical theology within a particular discipline of theology.

EXIT EXPERIENCE – DMin COMMISSIONING

This exit 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 DMin 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).

NB: Fundamentals of Practical Theology (THE 800A) and DMIN Integrative Seminar (THE 800) are offered only during the residency terms.

RESIDENCY REQUIREMENTS

The DMin 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 1 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 following

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 7 years to complete the DMin 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 DMin 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, DMin 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 six areas of interest: Practical Biblical Theology, Practical Sacramental/Liturgical Theology, Practical Systematic 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

Military chaplains, chaplains engaged in similarly institutionalized ministries and persons engaged in healthcare 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. For students in healthcare ministries, a concentration in healthcare ethics offers focus to questions unique to contemporary care settings.

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 (designated by G), courses numbered 600 or 700 are for Master of Arts (designated by G) and Doctor of Ministry credit, and courses numbered 800 are for Doctor of Ministry credit.

552G 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 (3)

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 MA in Practical Theology and Ministry.

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 Supervised Ministry I (3)

One of the two required courses for the MA in Practical Theology and Ministry includes an immersion project in conjunction with an intentional community made up of students registered in the course; semester-long ministerial setting, ministerial learning contract, and theological reflection will be provided.

621G Supervised Ministry II (3)

One of the two required courses for the MA in Practical Theology and Ministry; 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 Thes-

salonians, 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, judgment, 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 Hebrew Scripture (3)

An examination of biblical passages involving war and other violence, with a focus on Hebrew Scripture 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.

667G/667 Health Care Policy (Same as HSA 525) (3)

This course provides a critical overview of health policy, its development, implementation 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. (This course builds on the students' knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration.) This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects and case analysis students will learn fundamental principles of policy making.

They will learn how to better utilize appropriate and effective management skills in their own organization. Prerequisite: THE 552, 609, or 653.

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.

669G/669 Health Law and Ethics (Same as HSA 530) (3)

The provision of healthcare services is one of the most regulated industries in the United States. As the law and healthcare 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 healthcare system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative and corporate law/governance pertaining to health services. Appropriate health administration requires not only understanding of applicable laws and regulations, but of the distinct ethical and social issues presented by the provision of healthcare services. Administrators, health professionals, patients and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry. Prerequisite: THE 552 or 609 and THE 653.

671G/671 Organizational Ethics for Healthcare Providers (3)

Medical ethics has traditionally focused on the individual patient, the individual doctor, and the patient-doctor relationship. However, today health care includes cooperation and collaboration with complex organizational settings—group practices, HMOs, JCAHO, VA, home care. Insurers and other third parties influence the exam room. Medicare shapes care for people who are elderly and/or disabled; Medicaid does the same for those who are poor. The cultures and policies of healthcare facilities affect the experience patients will have, for both better and worse. The ethical quality of health care is profoundly influenced by the ethics of organizations. This course will examine the foundations

of organizational ethics and search for best practices. Prerequisite: THE 552 or 609 and THE 653.

672G/672 Mission and Advocacy (3)

This course examines the role of the original founding mission and charisms of Catholic-sponsored health care. Healthcare in the United States has its roots in the hospital care that congregations of Catholic women religious provided. Many congregations, such as the Sisters of Bon Secours, Religious Sisters of Mercy, Sisters of Charity, Franciscan Sisters, among others, founded hospitals to serve those who were sick and poor when no other care options existed. Increasingly, as religious retire from active ministry, lay persons have taken up the responsibilities of directing operations of their healthcare institutions. Both congregations and lay persons sharing their ministry are concerned with the continuing original mission and charism of the founding orders. This course provides an examination of those charisms and how they continue to inspire health care. Prerequisite: THE 552 or 609 and THE 653.

674G/674 Ethical Concerns of Reproductive and Genetic Technologies (3)

This course considers the ethical issues surrounding medical-technological intervention in reproduction, protections of fetal life, and emerging advances in genetic sciences. Questions of right-to-life and the introduction of genetic manipulations in vitro or in utero are investigated under the rubrics of the principles of biomedical ethics—autonomy, beneficence, non-maleficence, and justice—as well as from the concerns of the common good and the preferential option for the poor. Prerequisite: THE 552 or 609 and THE 653.

675G/675 Ethical Concerns in Neo-Natal Care and the Welfare of Children (3)

This course explores the critical care of neonates and children who present to a health care facility (at birth or admitted as a result of disease or trauma). Children are especially vulnerable to aggressive treatment OR under-treatment (both arguably instances of child abuse). Questions of parental consent, child-liberation, and child protections are raised with reference to autonomy and non-maleficence above other considerations. Prerequisite: THE 552 or 609 and THE 653.

680G/680 Theology and Ministry of Reconciliation (3)

The phenomenon of increased violence in our world and the traumas suffered by great numbers of people has compelled theologians and ministers to call for a mission and ministry of reconciliation as a critical task for our contemporary Church. The course will survey recent works addressing the questions of healing of memories and forgiveness in situations for extreme violence and provide a cross-cultural lens to understand the various experiences of suffering among diverse hu-

man groups. The course will present the dynamics of reconciliation from the foundational works of Robert Schreiter, John Lederach, John De Gruchy, and other authors.

683G/683 Spirituality in Ministry (3)

This course prepares DMin and MAPTM students to delineate the essential dynamics of spiritual formation as an integral component of ministerial practice both for the minister and the community. Particular attention will be given to the role of prayer, images of God and the religious encounter, spiritual guidance, psychology and the spirituality of wholeness, discernment in the spiritual life, and the dynamics of spirituality with specific populations.

701G/701 Independent Studies (3)

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

705G/705 Exegesis of Hebrew Scripture (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 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 DMin Integrative Seminar (3)**

This course is the capstone course for the DMin program. It is designed for DMin 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 DMin 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 DMin 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 DMin Thesis in Ministry (8)

Eight credit hours

802 Doctoral Ministerial Formation (6)

Doctoral Ministerial Formation (Unit A: Pastoral Skills; Unit B: Professional Standards and Ethics for Professions in Ministry and Mission; and Unit C: Ministerial Formation) provides theologically discerning accompaniment of students throughout their program of study. This course presumes that the student is engaged in ministerial praxis and has contexts upon which to apply and critique theological methods and theory using case study analysis. The course promotes the development of pastoral skills required for ministers, equips students in the practice of various theological reflection methods, and instills professional standards and ethics for pastoral practice, and ministry supervision. In the context of personal and communal development, students engage the human spiritual, intellectual and ministerial components of theological formation for ministry and learn to establish trust, confidentiality, and effective communication methods among other critical skills necessary for ministerial effectiveness. Unit B includes a prerequisite in fundamental moral theology (evidenced in MDiv degree program/equivalence or THE 647, THE 655, or THE 665).

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 sepi-miami@aol.com.

The purpose of the MA 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.

The MA in Pastoral Ministry for Hispanics program has the following program goals and student learning outcomes:

- To achieve personal and spiritual maturity
- To acquire the aptitude to carry out a theological constructive reflection in agreement with the process and the contents of the practical theology
- To gain the skill to design, to implement and to evaluate pastoral programs
- To comprehend the multicultural complexity of the Catholic Church in this country, and its relation with the transmission of the faith
- To become competent to assume ecclesial ministries in, with, and for service of the Hispanic community
- To understand the relations between Theology and Pastoral
- Understand the historical development and the peculiarity of the Hispanic Ministry in The United States
- To integrate the theological and pastoral reflection within the cultural context in which the student lives
- To devote himself/herself to build more thoroughly the Kingdom of God.

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 Sociales 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: characteristics and peculiarities of the Hispanic people in their

history, their socio-economic and religious experiences within the dominant culture; their faith response in traditions, customs, and religious symbols.

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/ Investigación Dirigida (3-6)

Topic to be determined by Director

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)

Topic to be determined by Director

INTERDISCIPLINARY PROGRAM

Director: Dr. Linda Berdayes

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. Candidates without a 3.0 grade point average may be considered based on past work experience.
- 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 short essays on (1) why I want to be in the MLS program, and (2) a book that has changed my life.
- Interview with Director of MLS program.
- Two letters of recommendation (preferably at least one from an academic source).
- All students will be admitted provisionally into the program for a maximum of 6 credit hours. Students must earn a minimum grade point average of 3.0 at the completion of 6 credit hours to be accepted into the MLS program.

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 (3)

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 (3)

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 (3)

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 (3)

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 differences, and economic exploitation will be examined, as will Modernist and post-Modernist ideas.

610 Literature and the Human Experience (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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

Tomislav Mandakovic, Ph.D., Dean
 Orlando R. Barreto, Ph.D., Assistant Dean
 Paola Moreno, M.B.A., Assistant Dean
 Gustavo Cordeiro, M.B.A., Marketing and Recruitment Coordinator

Faculty: Ben Mrad, Broihahn, Castater, Daghestani, Hart, Kemerer, Morrell, Nickerson, Payne, Sheng, Tejeda, Tyler, Wong

MISSION

Our mission is to deliver high quality education that will enable our students to succeed as responsible business practitioners and leaders.

We strive to develop in our students a strong sense of ethics, social responsibility, and an entrepreneurial attitude within a global perspective.

We are committed to excellent teaching, engaged learning, and collaboration with our community. Our intellectual contributions emphasize practical applications, with our faculty also engaging in theoretical and empirical research and instructional development.

We operate in a highly cosmopolitan, multicultural setting, with students from around the world, as part of a Catholic, international University, and we function as a collaborative, inclusive community of caring faculty, staff, and students in the tradition of the Adrian Dominicans.

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 Catholic school in Florida.

VISION

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

GRADUATE PROGRAMS

ADMISSION REQUIREMENTS

Admission to graduate programs requires 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 many factors determine a person's potential. Consequently, the School adopts a comprehensive application review by taking into consideration all aspects which support the candidate's admission. The Admissions Committee evaluates undergraduate preparation, entrance exam scores, managerial work experience, community service and motivation.

The documents required for submission include:

GMAT Score. The Graduate Management Admissions Test (GMAT) is a standardized exam, delivered in English, which helps business schools assess the qualifications of applicants for advanced study in business and management. The GMAT exam is scored out of 800 and it does not require previous knowledge of business subjects. The GMAT is offered throughout the year in the United States and regularly in most other countries. Applications are available from the Educational Testing Service, Princeton, NJ 08541, from the Graduate Admissions Offices at Barry, or by visiting the GMAT official website (www.mba.com). The GMAT is required for those applicants who:

- Have little managerial-level experience.
- Want to be considered for the merit grant or scholarship.
- 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 applicant's potential for study at the graduate level and for a successful career in business.

Resume. All applicants must submit an updated professional resume. The resume needs to outline relevant work experience and, where applicable, include detailed information on managerial roles.

Statement of Purpose. The statement of purpose is an essay where applicants have the opportunity to express why they wish to pursue graduate studies in business and the desired career path. The Admissions Committee in the School of Business asks of all applicants to be thoughtful and succinct when writing the statement of purpose. Applicants are welcome to include, if applicable, a detailed description of the applicant's business or management experience, preferably in positions of significant or increasing responsibility.

Admission Interview. The Admissions Committee may require an interview.

TRANSFER CREDIT

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the MBA program. No more than six semester hours may be transferred to the School of Business graduate programs from all sources regardless of whether the credits are from other institutions or other programs within Barry University. At the discretion of

the Dean or the Dean's designee, 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. If the credits originate from a business program, that program must be accredited by AACSB International.
2. Graduate credits are not transferable if they were previously applied to a graduate degree that was awarded to the applicant.
3. No graduate credit will be allowed for correspondence or extension work.
4. 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 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 four ways:

1. 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.
4. Successful completion of the English Language program administered in partnership with English Language Services (ELS).

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 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 are:

1. Our students will use their conceptual understanding to manage in a strategic, socially responsible and entrepreneurial manner.
2. Our students will be able to apply knowledge in new and unpredictable circumstances, to develop innovative solutions to strategic challenges.
3. Our students will be able to lead and manage people ethically in organizational situations, so that a competitive advantage can be achieved and/or maintained.
4. Our students will demonstrate an integrated perspective of global trends and issues.

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 will be required to successfully complete 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 any failed course and obtain a grade of at least "C." 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 Workshops

MBA students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MBA coursework is at the discretion of the Dean or the Dean's designee. MBA students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

- 6 credit hours of Financial and Managerial Accounting
- 6 credit hours of Macro and Microeconomics
- 3 credit hours of College Algebra or Precalculus
- 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, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management and Marketing prerequisites may be taken only at a

regionally-accredited, four-year institution. The preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS 511W	Precalculus and statistics: 20 hour workshop
BUS 512W	Accounting Principles: 20 hour workshop
BUS 513W	Economics: 20 hour workshop
BUS 514W	Finance: 6 hour workshop
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:
27 required semester hours, (except for
the Accounting specialization)**

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	Strategy Formulation, Implementation and Entrepreneurship
MBA 683	Leadership and Advanced Management Concepts
MBA 692	Social, Legal, and Ethical Aspects of Business

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 Dean or the Dean's designee.

**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	Healthcare Law and Ethics
HSA 540	Quality Management and Utilization Review
HSA 610	Finance 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 665	Special Topics in Business

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

MBA 613	Global Marketing
MBA 643	Consumer Behavior
MBA 644	Marketing Research
MBA 645	Marketing Strategy

General MBA

A specialization in the MBA program is not required. Students who do not choose to specialize can earn a General MBA. A General MBA requires students to complete the MBA core courses and select any three additional graduate specialization courses in the School of Business, for which prerequisites have been met.

DUAL DEGREE PROGRAMS

The MBA is offered in conjunction with the following programs: Doctor of Podiatric Medicine, Master of Science in Nursing, and Master of Science in Sport Management. Those interested should see the pertinent sections of this Catalog under the School of Graduate Medical Sciences, 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 normal admission procedures and requirements, and all prerequisite requirements will apply.

GRADUATE CERTIFICATE PROGRAMS

For students who hold M.B.A. degrees but wish to undertake advanced study in a new business discipline, the School of Business offers postgraduate certificate programs in Accounting, 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 demonstrates 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 degree in Accounting and the Master of Science in Accounting from Barry University meets the educational requirements for CPA licensure in the state of Florida. 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.

MSA Program Goals

After completion of the required graduate courses for the Master of Science in Accounting Degree:

1. Our students will apply critical thinking and analytical skills including gathering, analyzing, interpreting, and reporting of accounting and financial data.
2. Our students will demonstrate professional oral and written communication skills.
3. Our students will recognize the importance of social responsibility and demonstrate knowledge regarding ethical responsibilities in the accounting profession.
4. Our students will demonstrate a global perspective of accounting practices.

ADMISSIONS REQUIREMENTS

1. If the applicant has an AACSB-school Bachelor degree with a major in Accounting, then he/she must have a minimum overall GPA of 2.5 or an acceptable GMAT score.
2. If the applicant has a non-AACSB-school Bachelor degree with a major in Accounting, then the degree must be verified by the Accounting Discipline in the School of Business:
 - a. If the degree is equivalent, then #1 above applies;
 - b. If the degree is not equivalent, then the applicant must take appropriate accounting courses so his/her coursework parallels the Barry University undergraduate degree with a major in Accounting; after which he/she is admitted to the MSA if he/she has a minimum GPA of 2.5 in such courses.
3. If the applicant does not have a Bachelor degree with a major in Accounting, then he/she must take appropriate accounting courses so his/her coursework parallels the Barry University undergraduate degree with a major in Accounting; after which he/she is admitted to the MSA if he/she has a minimum GPA of 2.5 in such courses.

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements)

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 any failed course and obtain a grade of at least "C." 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 Workshop

MSA students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MSA coursework is at the discretion of the Dean or the Dean's designee. MSA students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

- 3 credit hours of College Algebra or Precalculus
- 3 credit hours of Statistics
- 3 credit hours of Finance

The Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance prerequisite may be taken only at a regionally-accredited, four-year institution. The preparatory

workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS 511W	Precalculus and statistics: 20 hour workshop
BUS 514W	Finance: 6 hour workshop
BUS 518W	Writing for Business: 20 hour workshop

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 a lockstep program specifically designed to prepare individuals to lead entrepreneurial ventures in a global environment by offering comprehensive study and proficiency enhancement in decision making, human resource responsibilities, entrepreneurial and management skills. The program is designed for individuals from diverse undergraduate backgrounds and will provide a high-level of interaction with international organizations and students.

Graduates of the MSM program are required to complete 30 credit hours of core coursework. Students without an AACSB-school Bachelor degree with a major in Management or similarly related degree may be required to additionally comply, as applicable, with the MSM Program workshop requirements.

ADMISSIONS REQUIREMENTS

1. If the applicant has an AACSB-school Bachelor degree with a major in Management or similarly related degree then he/she must have a minimum overall GPA of 2.5 or an acceptable GMAT score.

2. If the applicant has a non-AACSB-school Bachelor degree with a major in Management, then the degree must be verified by the Management Discipline in the School of Business:
 - a. If the degree is equivalent, then #1 above applies;
 - b. If the degree is not equivalent, then the applicant must take appropriate workshops so his/her coursework parallels the Barry University undergraduate Business degree with a major in Management; after which he/she is admitted to the MSM if he/she has passed all the prerequisites (see section below).
3. If the applicant does not have a Bachelor degree with a major in Management, then he/she must take appropriate workshops so his/her coursework parallels the Barry University undergraduate Business degree with a major in Management; after which he/she is admitted to the MSM if he/she has passed all the prerequisites (see section below).

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements).

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 program, with an overall cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any 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 any failed course and obtain a grade of at least "C." 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 Workshop

MSM students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MSM coursework is at the discretion of the Dean or the Dean's designee. MSM students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

3 credit hours of Management

3 credit hours of Operations Management

The Management and Operations Management prerequisites may be taken only at a regionally-accredited, four-year institution. The preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS 515W	Management: 6 hour workshop
BUS 517W	Operations Management: 6 hour workshop
BUS 518W	Writing for Business: 20 hour workshop

COURSES

MBA 682	Strategy Formulation, Implementation and Entrepreneurship
MBA 692	Social, Legal, and Ethical Aspects of Business
MBA 604	Research in Management (with a focus on Entrepreneurship)
MBA 605	Entrepreneurial Management
MBA 601	Human Resource Management
MBA 607	Business Consulting
MBA 614	Cross-Cultural Management
MBA 665	Special Topics
MBA 700	Independent Study (Mechanism for Completion of Program Project)
MBA 608	Leadership and Organizational Behavior

COURSE DESCRIPTIONS

Workshops

Workshops offered by the School are graded as cr/nc (credit or no credit, respectively). Students who take workshops will not earn graduate credits.

Prefix: BUS

511W Precalculus 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

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.

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.

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 (Corequisite: 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: MBA 660 or permission of the instructor.

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 (Corequisite: 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 (Corequisite: 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 (Corequisite: 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.

643 Consumer Behavior (3)

Marketing begins and ends with the consumer from determining consumer needs to providing consumer satisfaction. A clear understanding of consumers is critical in operationalizing marketing concepts. This course develops an understanding of the consumer from the perspective of the marketing manager as well as marketing's problem solving processes and strategic planning decisions involving the consumer market. The impact of the environment on the consumer, the behaviors of consumers, and consumer cognitions are discussed. Strategic marketing actions in relation to behavior of consumers are also studied and methods to implement consumer theory into the marketing mix are developed. 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.

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 Dean or the Dean's designee is 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 Strategy Formulation, Implementation and Entrepreneurship (3)

This course introduces the graduate student to the global environment of business, the nature and state of competition and competitive strategy at the corporate, business and operational levels, the cross-relationship among business functions, entrepreneurial attitudes, the interests of the various stockholders in the firm, and the social and ethical responsibilities of business. Prerequisite: BUS 515W or equivalent.

683 Leadership and Advanced Management Concepts (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. 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 corequisites 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.

ADRIAN DOMINICAN SCHOOL OF EDUCATION

Terry Piper, Ph.D., Dean
 John G. Dezek, Ed.D., Associate Dean
 Jill B. Farrell, Ed.D., Associate Dean
 M. Sylvia Fernandez, Ph.D., Associate Dean
 Sam Perkins, Ph.D., DOE Certification Ombudsman

Faculty: Ban, Borgen, Buckreis, Conde, Daniels, Dezek, DiBello, Eeltink, Farrell, Fernandez, Fischweicher, Gaffney, Gonzalez, Haid, Harris-Looby, King, Kopp, Levine, Lilchin, Machuca, Marasco, Marrah, McAtavey, McCloud, McCrink, Moro, Ney, Perkins, Piper, Posey, Rice, Ricketts-Duncan, Roseman, Rudes, Sacco-Bene, Sandals, Shatz, Shine, Shure, Starratt G., Strange-Martin, Superfisky, Türegün, Warner, Whitford, Winkle, 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 teaching, curriculum and instruction, educational leadership, higher education administration, counseling, school psychology, and organizational learning.
- 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.

SCHOOL-WIDE GOALS

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

Department of Counseling

Counseling, M.S., Ed.S.

With specializations in:

- Marital, Couple, Family Counseling/Therapy*
- Marital, Couple, Family Counseling/Therapy and Mental Health Counseling
- Mental Health Counseling*
- School Counseling*+

Counseling, Ph.D.

With specialization in:

- Marital, Couple, Family Counseling/Therapy*

School Psychology, M.S., S.S.P. + ~

Department of Curriculum and Instruction

Curriculum and Instruction, M.S.

With specializations in:

- Early and Middle Childhood Education
- English
- Social Sciences

Curriculum and Instruction, Ph.D.

With specializations in:

- Teaching English to Speakers of other Languages (TESOL)
- Curriculum Evaluation and Research
- Early and Middle Childhood Education
- Reading, Literacy and Cognition

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

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

Department of Educational Leadership

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

Department of Exceptional Student Education

Exceptional Student Education (ESE), M.S.

With specializations in:

Autism Endorsement

Gifted Endorsement

Endorsements (Non-degree):

Autism

Gifted Education

Department of Organizational Learning and Leadership

Organizational Learning and Leadership (OLL), M.S.

With specialization in:

Higher Education Administration

Organizational Learning and Leadership (OLL), Ed.D.

With specialization in:

Human Resource Development (HRD)

Department of Reading

Reading, M.S.,+ Ed.S.

Reading Endorsement + Non-degree

Leadership and Education Program

Leadership and Education, Ph.D.

With specializations in:

Exceptional Student Education

Higher Education Administration

*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.

^Indicates programs that are accredited by the Montessori Accreditation Council for Teacher Education.

~Indicates program that is approved by the National Association of School Psychologists.

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 and the Caribbean. See the Barry University website at www.barry.edu for locations of off-campus sites.

GENERAL REQUIREMENTS FOR FULL ADMISSION (MASTER'S LEVEL)

The following are reviewed through a holistic, multi-factor approach:

- 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.
- Recent score on the Miller Analogies Test or Graduate Record Examination (waived for those with an undergraduate GPA of 3.0 or better) and
- Two recent professional recommendations for graduate study. For the Counseling programs, one letter must be from a former instructor or academic advisor.

Additional Requirements for State Approved Programs

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 and fees to the State to be eligible for the certificate.

- Recent score on the Miller Analogies Test or Graduate Record Examination for a state-approved teacher certification program for undergraduate cumulative grade point average between 2.5 and 2.999.
- Other requirements for full admission may vary by program.

Additional Requirement for Reading and Educational Leadership

- A valid Florida Professional Teacher Certification (for MS REA certification only).

Additional requirements for full admission to the School Counseling program:

- A valid copy of their current Florida Professional Educator's certificate, or
- Passing scores on all parts of the General Knowledge portion of the Florida Teacher Certification Exam, or
- A score at the 50th percentile or higher in both the Verbal Reasoning and Quantitative Reasoning sections and an Analytical Writing score of at least 3.0 on the GRE *revised* General Test, or a 400 or higher on the MAT.

GENERAL REQUIREMENTS FOR FULL ADMISSION (SPECIALIST LEVEL)

The following are reviewed through a holistic, multi-factor approach:

- 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 (on a 4 point scale).
- Graduate grade point average of 3.0 (B) or higher (on a 4 point scale).
- Two (2) recent letters of professional recommendation for graduate study. For the Counseling programs, one letter must be from a former instructor or academic advisor.

Additional Requirement for Educational Leadership

- A valid Florida Professional Teacher Certification (Ed.S., Modified Core only).

Additional Requirements for Reading

- Graduate grade point average of 3.25 or higher (on a 4 point scale).
- Acceptable and recent score on the MAT or GRE (may be waived on a case by case basis).

GENERAL REQUIREMENTS FOR FULL ADMISSION (DOCTORAL LEVEL)

The following are reviewed through a holistic, multi-factor approach:

- 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).

Start Term	Application Due to Enrollment Services
Fall	June 1
Spring	October 1
Summer	February 1

The Ph.D. in Counseling has **only** a Fall start term with applications due to Enrollment Services by March 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.

- For a GPA below 3.0, a recent score on the Graduate Record Examination (GRE) or the Millers Analogies Test (MAT) is required.
- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they are fully admitted and permitted to register beyond the credit limit. That limit is six (6) credits for all programs *except* Montessori, for which the limit is nine (9) credits; and Organizational Learning and Leadership (OLL), Counseling, and School Psychology, for which the limit is 12 credits.

PROVISIONAL ADMISSION (DOCTORAL LEVEL)

- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they are fully admitted and permitted to register beyond the credit limit. That limit is six (6) 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 six (6) 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 OLL, Counseling and School Psychology. 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 admitted 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 (2) doctoral courses [six (6) 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 (3) doctoral courses [nine (9) credits] for students in the Ph.D. in Counseling.

NON-DEGREE AND GUEST STUDENTS

The normal limit is 6-12 credits, as noted above in the Admissions Section. Exceptions will be considered by the Office of the Dean. Those admitted to the

Graduate Reading Endorsement program may take up to 15 credits.

Any of the courses listed in the Adrian Dominican School of Education section of this catalog may be taken for recertification.

TRANSFER CREDIT

- A maximum of six (6) graduate credit hours may be transferred from an accredited or internationally recognized college/university as appropriate to the program.
- Coursework must be relevant to the discipline, with a grade of B or higher (3.0 on a 4 point scale).
- Credits must be earned within the seven (7)-year or eight (8)-year time limitation for the degree.
- Courses must not have been applied towards another degree.
- Must be approved by the advisor and the Office of the Dean.

REQUISITES

All matriculated students in M.S. and Ed.S. programs must take EDR 601 Methodology of Research (M.S) or EDR 708 Directed Research (Ed.S.), respectively, ordinarily within the first 6-15 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 more than two (2) 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 by the end of two (2) semesters or face dismissal.

The faculty and the Office of the Dean 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.

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 less than a 3.25 and/or more than one (1)

C 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 by the end of two (2) semesters or face dismissal.

The faculty and the Office of the Dean of the Adrian Dominican School of Education reserves the right to retain, progress, matriculate, and graduate those students who, in their judgment, satisfy the requirements of scholarship and personal suitability.

GRADES

Grades in graduate courses in the Adrian Dominican School of Education are A, B, C, and F. A course in which an F is received may be retaken only once.

INCOMPLETE GRADES

A student who is passing a course, but has not completed all the required work because of extenuating circumstances (e.g., accident, severe or long term illness, and death in the immediate family) may, at the discretion of the instructor, receive a grade of Incomplete ("I").

The grade of Incomplete is neither passing nor failing, and is not used in computing a student's grade point average; it indicates a grade deferred. Unfinished work must be completed and submitted to the instructor no later than two weeks before the end of the semester following the semester in which the Incomplete grade was obtained. Should the work not be submitted or completed within these timeframes, the Incomplete grade will automatically be converted to an "F."

The grade of "I" is not to be used to allow students to complete field experiences, 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 as well as encumber existing graduation fees.

Incomplete grades used for practicum and/or internship courses are denoted by a grade of "IP", In Progress.

All course work for the IP grade must be completed and submitted to the instructor within the time limit established for the degree. If not, the grade of "NC" will be assigned.

Each semester that the student has an "IP" that has not been completed, the student must be enrolled for one credit of Continuous Enrollment.

ADDITIONAL INFORMATION

Criminal background checks, including fingerprinting, are required of all students in programs which include field-based or clinical experiences. Criminal background checks, including fingerprinting, are typically required of students who are working with minor children in any capacity. Students incur all costs associated with criminal background checks, including fingerprinting.

COMPREHENSIVE EXAMS (MASTER'S AND SPECIALIST LEVELS)

Comprehensive exams are required for some 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.

COMPREHENSIVE EXAMS (DOCTORAL LEVEL)

Comprehensive exams are required for all doctoral 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. A student who fails the comprehensive exam a second time may not proceed further in the Ph.D. program and will be dismissed from the doctoral program.

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 10 Educational Leadership Standards or the Florida Teacher Leader Standards (Students must meet current standards in place at time of graduation).
- Successfully pass all State exams for licensure as appropriate to each program. Scores must be received prior to the graduation date.

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

the State with or without notification in this Catalog. As the State implements new requirements for certification or endorsement, 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's certification or endorsement requirements. The student is responsible for securing the application and submitting the necessary documents and fees to the State to be eligible for the certificate and/or endorsement.

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.
- Obtain an overall GPA of 3.0 with no more than two C's. Limit is one C in School Psychology.
- Passing grade on a final written and/or oral comprehensive examination in a specific area of specialization (in some programs, a different "culminating experience" is required); a 3.0 GPA is required before taking the comprehensive exam in programs that require the exam.
- Seven (7) 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.
- Obtain an overall GPA of 3.25 with no more than one C.
- 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 (8) years are permitted to complete degree requirements from the date of initial matriculation.
- Successful defense of a completed dissertation OR
- Successful completion of a Capstone Project for Doctor of Education, specialization in HRD.

DEPARTMENT OF COUNSELING

Faculty: Eeltink, Fernandez, Machuca, Marrah, McCloud, Moro, Ney, Roseman, Rudes, Sacco-Bene (Chair), Shatz, Shine, Shure.

MASTER OF SCIENCE IN COUNSELING

MISSION STATEMENT

The mission of the Master's and Education Specialist Counseling Programs at Barry University is to provide education and training in clinical assessment, leadership, and counseling practice. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in counseling practice. The Counseling Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Programs are also committed to offering services to communities for various human, social, economic, and environmental problems.

PROGRAM GOALS

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.

4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work and to apply this knowledge to the counseling process.

MARITAL, COUPLE, FAMILY COUNSELING/ THERAPY SPECIALIZATION STUDENT LEARNING OUTCOMES

1. Describe historical perspectives and development of marital, couple, and family counseling/therapy as a specialization.
2. Distinguish the specific roles and functions of the marital, couple, and family counselors.
3. Classify influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling/therapy.
4. Apply a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Define the major and emerging models and theories of marital, couple, and family counseling/therapy.
6. Develop skills in marital, couple, and family counseling/therapy interviewing, assessment, and intervention.

MENTAL HEALTH COUNSELING SPECIALIZATION STUDENT LEARNING OUTCOMES

1. Describe historical perspectives and development of the clinical mental health counseling specialization.
2. Apply knowledge and skills to provide counseling in a clinical mental health setting or agency.
3. Distinguish the specific roles and functions of the clinical mental health counselor.
4. Apply the knowledge and skills necessary to function as part of a multi-disciplinary mental health team member in a community agency, with other mental health service providers.
5. Develop a knowledge and understanding of psychopathology and psychopharmacological medications as applied to mental health counseling.

6. Apply ethical, legal, and professional considerations related to the practice of clinical mental health counseling.

SCHOOL COUNSELING SPECIALIZATION LEARNING OUTCOMES

1. Develop knowledge, skills, and practices necessary to provide counseling and developmental guidance activities that promote academic, career, and personal/social development of all K-12 students.
2. Apply knowledge and skills of comprehensive developmental guidance programs in a K-12 school setting.
3. Distinguish the specific roles and functions of the school counselor.
4. Demonstrate knowledge of legal and ethical standards relevant to school counseling.
5. Demonstrate the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting.
6. Apply appropriate processes and technology in comprehensive counseling program development, implementation, and evaluation that include counseling, prevention, intervention, diversity, and advocacy.

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.

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 (credits)]

CSL 600	Legal & Ethical Issues in Counseling
CSL 610	Human Growth and Development
CSL 621	Psychological Measurements
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 credits)
CSL 699	Counseling Internship (6 credits)
EDR 601	Methodology of Research *

*Required in first year of coursework

** Any student who earns an IP in CSL 694 or 699 must be enrolled in CSL 700 during subsequent semesters until hours are complete

AREAS OF SPECIALIZATION:

The counseling specializations require the following:

Marital, Couple, Family Counseling/ Therapy (24 credits)

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 Counseling and Therapy
CSL 687	Marriage and Family Systems
CSL 688	Marital and Couples Counseling and Therapy
CSL 689	Issues in Marriage and Family
CSL 691	Personality Theories

Mental Health Counseling (18 credits & 3 credits 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 Counseling and 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 credits)

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 Counseling and Therapy
CSL 687	Marital and Family Systems
CSL 688	Marital and Couples Counseling and Therapy
CSL 689	Issues in Marriage and Family
CSL 691	Personality Theories

School Counseling (15 credits)

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

CSL 586	Student Services Personnel within the Public Schools
CSL 612	Child Guidance and Therapy
SPY 571	Exceptionality in Learning and behavior
CSL 680	Family Counseling and Therapy
CSL 682	Consultation Procedures

Also refer to heading "Additional Graduation Requirements."

Electives

Mental Health Counseling	3 semester hours
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Totals of Course Credit Hours by Program

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
School Counseling	54 semester hours

ADDITIONAL SPECIALIZATIONS AND LICENSURE/CERTIFICATION INFORMATION

More than one area of specialization may be completed by taking the specialization courses, practicum, and internship in each specialization. Only students who have completed the licensure/certification requirements for a given specialization 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). Summer classes typically meet twice per week for 3.5 hours over two (2) 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 at the Orlando location are usually offered from 5:00-10:20 PM (Monday-Thursday) in each 8-week term. There are two (2) terms over the semester. In Orlando, summer classes typically meet once per week for over two (2) six (6)-week terms. At times, classes may be offered on Saturdays.

ADDITIONAL INFORMATION

A personal interview may be required of students seeking the M.S. in Counseling degree 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 General Knowledge, 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 three (3)) semester hours of education coursework 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 Department faculty has a responsibility to society and to the profession to matriculate and graduate the best possible counseling profession-

als. 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 Department 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 three (3) student counseling organizations. The Barry University Counseling and School Psychology Association (BUCSPA) and the Barry University Counseling Association-Orlando (BUCAO) are professional student and alumni associations 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

MISSION STATEMENT

The mission of the Master's and Education Specialist Counseling Programs at Barry University is to provide education and training in clinical assessment, leadership, and counseling practice. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in counseling practice. The Counseling Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Programs are also committed to offering services to communities for various human, social, economic, and environmental problems.

PROGRAM GOALS

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work and to apply this knowledge to the counseling process.

MARITAL, COUPLE, FAMILY COUNSELING/THERAPY SPECIALIZATION STUDENT LEARNING OUTCOMES

1. Describe historical perspectives and development of marital, couple, and family counseling/therapy as a specialization.

2. Distinguish the specific roles and functions of the marital, couple, and family counselors.
3. Classify influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling/therapy.
4. Apply a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Define the major and emerging models and theories of marital, couple, and family counseling/therapy.
6. Develop skills in marital, couple, and family counseling/therapy interviewing, assessment, and intervention.

MENTAL HEALTH COUNSELING SPECIALIZATION STUDENT LEARNING OUTCOMES

1. Describe historical perspectives and development of the clinical mental health counseling specialization.
2. Apply knowledge and skills to provide counseling in a clinical mental health setting or agency.
3. Distinguish the specific roles and functions of the clinical mental health counselor.
4. Apply the knowledge and skills necessary to function as part of a multi-disciplinary mental health team member in a community agency, with other mental health service providers.
5. Develop a knowledge and understanding of psychopathology and psychopharmacological medications as applied to mental health counseling.
6. Apply ethical, legal, and professional considerations related to the practice of clinical mental health counseling.

SCHOOL COUNSELING SPECIALIZATION STUDENT LEARNING OUTCOMES

1. Develop knowledge, skills, and practices necessary to provide counseling and developmental guidance activities that promote academic, career, and personal/social development of all K-12 students.
2. Apply knowledge and skills of comprehensive developmental guidance programs in a K-12 school setting.
3. Distinguish the specific roles and functions of the school counselor.
4. Demonstrate knowledge of legal and ethical standards relevant to school counseling.
5. Demonstrate the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting.
6. Apply appropriate processes and technology in comprehensive counseling program development, implementation, and evaluation that include counseling, prevention, intervention, diversity, and advocacy.

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.

PROGRAM OUTLINE

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 credits)

CSL 600	Legal and Ethical Issues in Counseling
CSL 610	Human Growth and Development
CSL 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 credits)
CSL 699	Counseling Internship (6 credits)
EDR 708	Directed Research*

*Required in first year of coursework

** Any student who earns an IP in CSL 694 or 699 must be enrolled in CSL 700 during subsequent semesters until hours are complete.

***AREAS OF SPECIALIZATION**

Marital, Couple, Family Counseling/ Therapy (24 credits)

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 Counseling and Therapy
CSL 687	Marriage and Family Systems
CSL 688	Marital and Couples Counseling and Therapy

- CSL 689 Issues in Marriage and Family
 CSL 691 Personality Theories

Mental Health Counseling (18 credits & 3 credits 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 Counseling and 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 credits)

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 Counseling and Therapy
 CSL 687 Marital and Family Systems
 CSL 688 Marital and Couples Counseling and Therapy
 CSL 689 Issues in Marriage and Family
 CSL 691 Personality Theories

School Counseling (15 credits)

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

- CSL 586 Student Services Personnel within the Public Schools
 CSL 612 Child Guidance and Therapy
 SPY 571 Exceptionality in Learning and behavior

- CSL 680 Family Counseling and Therapy
 CSL 682 Consultation Procedures

Also refer to heading "Additional Graduation Requirements."

ELECTIVES

Mental Health Counseling (3 credits)

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 of Course Credit Hours by Program

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
School Counseling	30-54 semester hours

ADDITIONAL SPECIALIZATIONS AND LICENSURE/CERTIFICATION INFORMATION

More than one (1) area of specialization may be completed by taking the specialization courses, practicum, and internship in each specialization. Only students who have completed the licensure/certification requirements for a given specialization 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). Summer classes typically meet twice per week for 3.5 hours over two (2) 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 at the Orlando location are usually offered from 5:00-10:20 PM (Monday-Thursday) in each 8-week term. There are two (2) terms over the semester. In Orlando, summer classes typically meet once per week over two (2) six (6)-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 and in School Psychology 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.

TRANSFER CREDIT

A maximum of 30 graduate semester hours may be accepted as applicable towards the content 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 General Knowledge, 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 Department 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 Department 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 three (3) student counseling organizations. The Barry University Counseling and School Psychology Association (BUCSPA) and the Barry University Counseling Association-Orlando (BUCAO) are professional student and alumni associations 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 mission of the Doctoral Program in Counseling at Barry University is to provide advanced education and training in clinical practice, leadership, research, supervision, and teaching. Consistent with this mission is the goal of graduating doctoral-level ethical professionals with expert knowledge and skills in counseling, leadership, supervision, counselor education, and conducting and evaluating research relevant to the profession. These professionals are committed to continued development and promotion of the profession of counseling.

The Doctoral Program in Counseling espouses the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. The Doctoral Program is a community of learners in which the study, development, and improvement of effective counseling theories are promoted through scholarly and critical analysis. The Doctoral Program fosters an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism in counseling, the Program expects students to accept social responsibility and places great value on the function of social justice in the curriculum and society. The Program is also committed to offering services to communities for various human, social, economic and environmental problems.

PROGRAM GOALS

1. Develop advanced knowledge and application of counseling theories and their respective skills and techniques in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop advanced appraisal skills in the use of models and methods of clinical assessment and use of data in treatment planning.
3. Demonstrate a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness within clinical supervision and counselor education contexts.
4. Develop understanding and application of instructional theories and methods relevant to counselor education.

5. Develop knowledge of major and emerging theories and practices of counselor supervision.
6. Evaluate, design, and conduct counseling research, particularly in the area of marriage, couple, and family counseling/therapy.
7. Develop knowledge and skills to assume leadership positions in the counseling profession including academic, clinical, professional counseling organizations, and administrative.

SPECIALIZATION IN MARITAL, COUPLE, AND FAMILY COUNSELING/THERAPY STUDENT LEARNING

1. Apply advanced knowledge of counseling theories and their respective skills and techniques in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Apply from a systemic perspective knowledge of contextual elements and client behaviors to the processes of problem-formation and change.
3. Demonstrate knowledge of major and emerging theoretical and practice models in marriage, couple, family counseling/therapy including social justice and multicultural implications of those models.
4. Demonstrate advanced interviewing, assessment, and intervention skills in marriage, couple, and family counseling/therapy.
5. Demonstrate knowledge and skills of wellness, prevention, and relationship enhancement programs in the practice of marriage, couple, and family counseling/therapy.

ADMISSIONS REQUIREMENTS

- Completed application
- 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 (5) years preceding application.
- Three (3) recent letters of professional recommendation [two (2) 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).

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 program 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. Applicants must have completed the Master's level coursework listed below. Students without these corequisites *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.

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)

PROGRAM OUTLINE

CSL 729	Counseling for Change
CSL 740	Leadership in Counseling and Counselor Education
CSL 758	Advanced Counseling Procedures
CSL 761	Advanced Multicultural Issues in Counseling
CSL 763	Advanced Family Systems Theory
CSL 765	Advanced Professional Issues in Counseling
CSL 767	Advanced Counseling Techniques with Families
CSL 768	Advanced Appraisal Techniques
CSL 784	Counseling Supervision
CSL 786	Clinical Supervision Internship
CSL 794	Advanced Counseling Practicum
CSL 795	Counseling Teaching Internship
CSL 796	Dissertation Seminar
CSL 797	Dissertation
CSL 798	Seminar in Counseling
HSE 705	Qualitative Methods
HSE 707	Quantitative Methods of Inquiry
HSE 706	Advanced Qualitative Methods or
HSE 708	Advanced Quantitative Methods

COURSE TIMES

Doctoral courses on the Miami Shores campus are usually offered from 6:00-9:00 p.m. and (Monday-Thursday) and are offered from 5:00-8:00 p.m. in Orlando. Summer classes typically meet for 12 weeks and meet from 6:00-9:30 p.m. in Miami Shores and 5:00-8:30 in Orlando.

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. Costs encumbered through the criminal background checks and fingerprinting are the sole responsibility of the students.

TEMPORARY ADMISSION

Applicants may be permitted to take three (3) 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. The approval of the Counseling Department Chair is needed for temporary admission.

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 three (3) dissertations credits, students must continually register for one (1) credit per semester until they have finished the dissertation and met all the requirements for the degree.

The department maintains the Dr. Maureen Duffy 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 must approve modification of the plan of study.

Residency – Two (2) semesters of continuous registration for six (6) or more credits.

Standards of progress – All students must maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to graduate. Any student who receives two (2) 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 (2) 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 cost of the coverage is the students sole responsibility.

The Counseling Department faculty has a responsibility to society and to the profession to matriculate and graduate the best possible counseling profession-

als. 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 Department 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 three (3) student counseling organizations. The Barry University Counseling and School Psychology Association (BUCSPA) and the Barry University Counseling Association-Orlando (BUCAO) are professional student and alumni associations 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

SCHOOL PSYCHOLOGY PROGRAMS

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

MISSION STATEMENT

The mission of the Master's and Specialist in School Psychology Programs at Barry University is to provide foundational and advanced education and training in clinical assessment, leadership, practice, and research. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in the practice of school psychology. The School Psychology Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Programs are also committed to offering services to communities for various human, social, economic, and environmental problems.

PROGRAM GOALS

1. Prepare future school psychologists with the skills needed in today's job market and in the future.
2. Prepare future school psychologists who can provide psychoeducational services to all children.
3. Prepare future school psychologists who understand the unique needs of culturally and linguistically diverse children, their families, and educators within the schools and larger community.
4. Prepare future school psychologists who are able to conduct research and evaluate the efficacy of school-based programs and to integrate empirically based research into their practice as a school psychologist.
5. Prepare future school psychologists who use a problem solving approach when consulting with parents and educators and when designing, implementing, and evaluating interventions for academic or behavior concerns.
6. Prepare future school psychologist who work within ethical and legal guidelines

SCHOOL PSYCHOLOGY STUDENT LEARNING OUTCOMES

1. Apply skills learned throughout the program when providing psychoeducational services to all children.
2. Select appropriate models of consultation and problem solving when working with parents and educators.
3. Apply research skills when to developing, implementing, and monitoring interventions for children and adolescents and when evaluating programs within the schools.
4. Demonstrate their ability to adhere to national and state guidelines for ethical conduct.
5. Develop skills to support preventive services and the mental health functioning of children and adolescents within the school setting.
6. Demonstrate their knowledge of the content areas within school psychology.

ADDITIONAL ADMISSION REQUIREMENTS

In addition to the requirements of the Adrian Dominican School of Education, requirements for admission include the following:

- Successful completion of at least 15 credit hours of undergraduate psychology, preferred courses include: Developmental Psychology, Abnormal Psychology, Theories of Personality, Tests and Measurement, Physiological Psychology, Psychology of Learning, Statistics, Research Methods and Design, Child and Adolescent Psychology, Biopsychology, Cognition.

PROGRAM OUTLINE (Minimum of 30 semester hours)

PSYCHOLOGICAL FOUNDATIONS (6 SEMESTER HOURS)

- SPY 610 Human Growth & Development
SPY 691 Personality Theories

EDUCATIONAL FOUNDATIONS (6 SEMESTER HOURS)

- SPY 571 Exceptionality in Learning and Behavior
SPY 586 Student Services Personnel in the Public Schools

PSYCHOEDUCATIONAL EVALUATION METHODS (6 SEMESTER HOURS)

- EDR 601 Research Methodology
SPY 612 Psychoeducational Assessment of Children and Adolescents

PSYCHOEDUCATIONAL INTERVENTIONS (12 SEMESTER HOURS)

- SPY 620 Behavior Modification
SPY 629 Social and Cultural Issues
SPY 652 Individual Counseling procedures
SPY 686 Counseling Theories and Intervention

STANDARDS OF PROGRESS

Any student who receives less than a 3.0 and/or more than one C 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.

For students in the School Psychology Masters Program, any student who receives less than a 3.0 and/or more than one C 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.

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 School Psychology program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the School Psychology program. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

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 (1) C. If a student earns the C in any of the following courses, the course must be repeated: SPY 571, SPY 612, SPY 620, and EDR 601. Only one (1) course can be repeated. A student who receives a grade below a C in any course is subject to dismissal.

STUDENT COUNSELING ORGANIZATIONS

The Barry University Counseling Program sponsors and supports three (3) student counseling organizations. The Barry University Counseling and School Psychology Association (BUCSPA) and the Barry University Counseling Association-Orlando (BUCAO) are professional student and alumni associations 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 SCHOOL PSYCHOLOGY (S.S.P.)

MISSION STATEMENT

The mission of the Master's and Specialist in School Psychology Programs at Barry University is to provide foundational and advanced education and training in clinical assessment, leadership, practice, and research. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in the practice of school psychology. The School Psychology Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Programs are also committed to offering services to communities for various human, social, economic, and environmental problems.

PROGRAM GOALS

1. Prepare future school psychologists with the skills needed in today's job market and in the future.
2. Prepare future school psychologists who can provide psychoeducational services to all children.
3. Prepare future school psychologists who understand the unique needs of culturally and linguistically diverse children, their families, and educators within the schools and larger community.
4. Prepare future school psychologists who are able to conduct research and evaluate the efficacy of school based programs and to integrate empirically based research into their practice as a school psychologist.
5. Prepare future school psychologists who use a problem solving approach when consulting with parents and educators and when designing, implementing, and evaluating interventions for academic or behavior concerns.
6. Prepare future school psychologist who work within ethical and legal guidelines.

SCHOOL PSYCHOLOGY STUDENT LEARNING OUTCOMES

1. Apply skills learned throughout the program when providing psychoeducational services to all children.

2. Select appropriate models of consultation and problem solving when working with parents and educators.
3. Apply research skills when to developing, implementing, and monitoring interventions for children and adolescents and when evaluating programs within the schools.
4. Demonstrate their ability to adhere to national and state guidelines for ethical conduct.
5. Develop skills to support preventive services and the mental health functioning of children and adolescents within the school setting.
6. Demonstrate their knowledge of the content areas within school psychology.

ADDITIONAL ADMISSION REQUIREMENTS

In addition to the requirements of the Adrian Dominican School of Education, requirements for admission include the following:

- A master's degree in psychology or a related field with a minimum of a 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
- Passing score on ALL parts of the General Knowledge portion of the Florida Teacher Certification Exam (FTCE)
- Two (2) recent letters of professional recommendation for graduate study

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

PROGRAM OUTLINE (Minimum of 41 semester hours)

PSYCHOLOGICAL FOUNDATIONS (9 SEMESTER HOURS)

- SPY 552 Child and Adolescent Psychopathology
 SPY 569 Psychopathology
 SPY 639 Introduction to Neuropsychology

EDUCATIONAL FOUNDATIONS (6 SEMESTER HOURS)

- SPY 608 Research Design
 SPY 682 Consultation Procedures

PSYCHOEDUCATIONAL EVALUATION METHODS (11 SEMESTER HOURS)

- SPY 613 Intellectual Assessment of Children and Adolescents
- SPY 614 Behavior and Personality Assessment of Children and Adolescent
- SPY 636 Psychological Assessment of Children 0-5
- SPY 701 Directed Research* (One each semester)

PSYCHOEDUCATIONAL INTERVENTIONS (6 SEMESTER HOURS)

- SPY 642 Diagnostic Teaching Techniques
- SPY 658 Group Counseling procedures

FIELD PLACEMENT (9 SEMESTER HOURS)

- SPY 648 School Psychology Practicum
- SPY 649 School Psychology Internship

*The directed research is not completed by the second semester enrolled, then students must take SPY 729 continuous

STANDARDS OF PROGRESS

Any student who receives less than a 3.0 and/or more than one (1) C 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.

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 School Psychology program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the School Psychology program. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

GRADUATION REQUIREMENTS

Students must earn a minimum of 41 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 (1) C. If a student earns the C in any of the following courses, the course must be repeated: SPY 552, SPY 613, SPY 614, SPY 636, SPY 648, and SPY 649. Only one (1) course may be repeated.

Prior to graduation, School Psychology Specialist students are required to have passed the Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and for NASP certification and provide documentation to this effect to their advisor.

School Psychology Specialist students must also present evidence that they have completed three (3) semester hours of teacher education in each of the following:

- reading/literacy,
- classroom management and
- ESOL survey course.

School Psychology Specialist students must demonstrate competency in the 12 Florida Accomplished Practices as required by the Florida Department of Education.

DIRECTED RESEARCH COPIES

Each student is required to provide three (3) bound copies and an electronic copy on a CD of the specialist's directed research, one(1) to remain in the Department and two (2) copies and the CD to remain in the Library.

STUDENT COUNSELING ORGANIZATIONS

The Barry University Counseling Program sponsors and supports three (3) student counseling organizations. The Barry University Counseling and School Psychology Association (BUCSPA) and the Barry University Counseling Association-Orlando (BUCAO) are professional student and alumni associations 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.

Course Descriptions— Counseling Prefix: CSL

522 Guidance and Counseling of Gifted Children (3)

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

569 Psychopathology: Diagnosis and Treatment in Counseling (3)

Examines diagnosis and treatment of psychopathology. Introduces the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision (DSM-IV®-TR); explores the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Students are expected to demonstrate knowledge and skills related to the use of the DSM-IV®-TR and conducting diagnostic interviews, including the mental status examination, biopsychosocial history, and treatment planning.

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.

586 Students Services Personnel within the Public Schools (3)

This course focuses on the theoretical, scientific, and practical issues in professional School Counseling and School Psychology and their development within the framework of the American public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of guidance programs and psychological services within various school settings, with particular attention to the context of a multicultural urban educational setting will be reviewed. The role of prevention/mental health programs within the American public school will be explored.

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 counseling. Surveys the roles and responsibilities of the mental health counselor, including ethical, legal, organizational, professional, and research considerations. Compares the relationship between mental health counselors and other human service professionals in multi-disciplinary settings. Prepares students to conduct comprehensive intake evaluation and develop treatment plans.

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, counseling, school/guidance counseling, 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.

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.

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 Counseling and Therapy (3)

Investigates the theories and practices of family counseling and therapy. Major and emerging models of counseling and 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 and school psychologist 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 major and emerging counseling models and theories and interventions, and their application to the counseling process. Students are expected to begin to develop a personal model of counseling.

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 and Couples Counseling and Therapy (3)

Examines the theory and techniques associated with marital and couples counseling and therapy. 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 major and emerging models and theories of personality development. Focuses on identifying and analyzing theoretical models of personality development and clinical implications.

694 Counseling Practicum (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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall, Spring, and Summer until all clinical hour requirements have been met for either Practicum (CSL 694) or Internship (CSL 699).

Prerequisite: Student has not completed the required clinical hours for either Practicum (CSL 694) or Internship (CSL 699) in the semester of enrollment and has a current grade of IP in the course.

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.

740 Leadership in Counseling & Counselor Education (3)

Examines the theories, research, and processes that influence leadership, pedagogy, scholarship, and consultation. This course fosters the development of specific philosophies, skills, and intervention strategies required to perform effectively in these functions.

758 Advanced Counseling Procedures (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 Counseling Therapy Techniques with Families(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 Counseling Supervision Internship (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)

Requires supervised field experience in a setting that provides significant opportunities to engage in marital, couple, and family counseling/therapy. Students are expected to demonstrate advanced knowledge and skills in the practice of counseling. Students will also engage in counseling-related activities, such as case preparation and note-keeping, treatment team meetings, and attendance of professional development workshops. Individual and group supervisory meetings are required weekly.

795 Counseling Teaching Internship (3)

Requires supervised teaching experience that provides significant opportunities for students to participate in classroom teaching. Students will demonstrate teaching methods and strategies at the college/university level; explore topics such as adult learning, teaching and learning styles, and societal and cultural factors and their impact on teaching at the collegiate level. Individual and group supervisory meetings are required weekly.

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.

Course Descriptions— Educational Research Prefix: EDR

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

Course Descriptions— Human Sciences Education Prefix: HSE

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.

Course Descriptions— School Psychology Prefix: SPY

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: SPY 610 and SPY 569.

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.

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.

586 Students Services Personnel within the Public Schools (3)

This course focuses on the theoretical, scientific, and practical issues in professional School Counseling and School Psychology and their development within the framework of the American public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of guidance programs and psychological services within various school settings, with particular attention to the context of a multicultural urban educational setting will be reviewed. The role of prevention/mental health programs within the American public school will be explored.

608 Research Design in Psychology (3)

Covers aspects of quasi-experimental design, program evaluation and methods of analysis of psychological data. Prerequisite: EDU 601.

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 Psychoeducational Assessment of Children and Adolescents (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: SPY 571.

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 multifactorial assessment model used in school psychology. Prerequisites: SPY 610 and SPY 612.

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: SPY 552 and SPY 613.

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.

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.

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: SPY 552, SPY 610, SPY 571, SPY 612, and SPY 613

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: SPY 610 and SPY 612.

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: SPY 571, SPY 613.

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.

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.)

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.

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.

682 Consultation Procedures (3)

Presents the principles and theories of consultation and examines the practices of the counselor and school psychologist as a consultant in schools and related settings. Process models of consultation are discussed.

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.

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.

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: EDU 601, corequisite SPY 608.

729 Continuous Registration (1)

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

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Faculty: Ban, Buckreis, DiBello (Chair), Farrell, Gonzalez, Levine, Lilchin, Marasco, Perkins, Posey, Sandals, Starratt G., Türegün, Winkle.

MISSION STATEMENT

The mission of the Curriculum and Instruction Programs is to provide education practitioners with a broad foundation in curriculum that includes philosophical, historical, cultural and critical perspectives. Faculty are committed to the preparation of teacher leaders, scholars and researchers 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 program provides grounding in research and related skills that will allow educators to engage in the 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 and transformation of schools and organizations in a wide range of settings.

MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION

The Master of Science in Curriculum and Instruction program is offered through the Adrian Dominican School of Education (ADSOE) in collaboration with the College of Arts and Sciences. The program is a 36 credit hour program leading to a Master of Science degree. The program was designed to specifically meet the needs of educators currently working in schools who desire to strengthen their knowledge in the content areas. Working collaboratively with faculty in the ADSOE and the College of Arts and Sciences, graduates will be provided with a solid foundation in a content area, along with advanced study in curriculum and

pedagogy. The Master of Science in Curriculum and Instruction offers professional development opportunities for teachers. The aim of this program is to provide graduate courses which will lead to degrees in critical shortage areas where there is a need for highly qualified teacher leaders with content area expertise.

PROGRAM GOALS

The Master's in Curriculum and Instruction Program has six programmatic goals identified to be met throughout the program. Aligned with each programmatic goal, specific Student Learning Outcomes were identified. The Program Goals are as follows:

- design, develop, implement and evaluate effective, collaborative, and innovative (P-12) learning contexts through an engaging, discipline-specific curriculum that incorporates evidence-based practice, appropriate materials, resources, and technologies.
- engage in on-going professional development for oneself and provide professional development opportunities for peers to ensure continuous improvement in their discipline and pedagogical practice.
- consider, reflect upon, and respect social and cultural influences on student learning within richly diverse educational settings and adapt curricular, instructional, and assessment practices using a social justice framework.
- continuously evaluate curricular, instructional, and assessment decisions as they impact the intellectual, social, emotional, and personal development of diverse learners.
- practice on-going interpretation and application of research as educational leaders.
- continuously develop knowledge and expertise in the chosen disciplinary area(s).

STUDENT LEARNING OUTCOMES

The twenty-nine Student Learning Outcomes for the Master's in Curriculum and Instruction are fully articulated to each of the Program Goals identified above. Below is a brief sampling of Student Outcomes. The fully articulated alignment of Student Learning Outcomes to Program Goals is available at <http://www.barry.edu/curriculum-and-instruction-ms/> or by contacting the Curriculum and Instruction Department Chair.

- compare and contrast processes and/or approaches to curriculum development.
- implement innovative curriculum in tune with learning context.
- participate in professional development as related to one's goals.
- coordinate, mentor and coach other teachers so as to provide professional development in specific content areas.
- foster awareness of social justice issues in education, taking purposeful action to advocate when necessary.
- critique and analyze historical, political and social influences that impact curricular and instructional decisions.
- continuously meet learners' needs by supporting a responsive curriculum.
- evaluate multiple models for analyzing the curriculum and determining needed curricular changes.
- examine and evaluate current research in education and determine applicability to particular settings.
- apply knowledge of appropriate research methodology when evaluating curriculum and making instructional decisions.
- apply disciplinary thinking to the development of rich conceptual subject matter understanding

Admissions Requirements:

- Bachelor's degree from an accredited Institution
- At least one year of teaching experience, preferably currently employed
- Minimum overall undergraduate GPA of 3.0 and minimum of 3.0 in the content major for GRE/MAT waiver
- Application, transcript and portfolio review by interdisciplinary admissions committee
- Admissions essay written on-site to include prompts tied to subject area

Prerequisites for entrance into content area specializations:

English:

- 30 credits in literature and/or writing at the 300 level or above, OR

- 12 credits in literature and/or writing at the 300 level or above
- And a passing score on the FLDOE Subject Area Examination for English*

Social Sciences:

- 30 credits in Social Sciences with at minimum:
 - 15 credits in Sociology (including Introductory and Social Problems courses)
 - 9 credits at the 300 level or above
 - 3 credits in American History
 - 3 credits in American Government, OR
 - 15 credits in Social Sciences
 - 9 credits in Sociology, including Introductory and two courses at the 300 level or above
 - 3 credits in American History
 - 3 credits in American Government
- And a passing score on the FLDOE Subject Area Examination for English*

* National Board Certification in a content area may be considered to supplant certain requirements for English and Social Sciences specialization

PROGRAM OUTLINE

Required Core Courses (21 credits):

EDR 601	Methodology of Research
EDU 513	Curriculum Development and Renewal
EDU 605	Action Research Practicum in Curriculum and Instruction
EDU 628	Historical and Contemporary Issues in Curriculum and Instruction
EDU 633	Pedagogical Principles and Practices
EDU 640	Mentoring and Collegial Coaching
EDU 651	Instructional Assessment and Decision Making

Areas of Specialization (15 credits):

Students select an area of specialization from the following:

- Early and Middle Childhood
- English
- Social Sciences

Early and Middle Childhood Specialization (15 credits):

EDU 551	Problem Solving in Early and Middle Childhood Mathematics
EDU 566	Teaching Early and Middle Childhood Social Studies
EDU 594	Teaching Early and Middle Childhood Science
EDU 611	Reading, Literacy, and Thinking Skills
EDU 661	Community-Based Teaching and Learning

English and Social Science Specializations:

For the specialization in English or Social Sciences, courses are to be chosen from those listed below. Courses listed under Liberal Studies (MLS) in this catalog may be used as additional options to fulfill the content area requirement in either of these two areas, with the advisor's approval.

English Specialization (15 credits):

ENG 506	Rhetorical Analysis
ENG 507	Shakespeare
ENG 529	English Studies/Special Topics
ENG 561	Literature 1945-Present
EDU 576	Methods of Teaching English*

Social Sciences Specialization (15 credits):

HIS 556	African American History Since Reconstruction
POS 515	American Institutions
SOC 504	Ethical Issues in Social Science
SOC 505	Sociology of Race, Class, and Gender
SOC 526	Sociology of Violence
SOC 555	Sociology of the Family
SOC 576	Methods of Teaching Social Sciences

Liberal Studies Courses (MLS)

MLS 500	Methods of Inquiry
MLS 511	The Contemporary Perspective
MLS 610	Literature and the Human Experience
MLS 615	Social and Political Images in the Arts
MLS 625	Social Justice
MLS 630	The Responsible Self
MLS 635	The Authentic Self

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 to:

- 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 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 four (4) specializations of the Curriculum and Instruction Program include:

- Curriculum Evaluation and Research
- Early and Middle Childhood Education
- Reading, Literacy, and Cognition
- Teaching English to Speakers of other Languages (TESOL)

The program emphasizes advanced graduate study of curriculum concepts and issues related to educational assessment, language, literacy, curriculum change and policy. Faculty mentor students in the areas of research, scholarship and professional development, which are critical for positions in higher education and curriculum leadership. The Early and Middle Childhood Education Specialization not only prepares professionals who can conduct research on the care, education and welfare of children, but also prepares professionals for higher education academic positions, as well as in urban, multicultural environments where policy decisions, issues, and curriculum development require careful study and analysis. The 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, Literacy 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, Literacy 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 fields of Reading and Literacy. 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 chosen 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 full 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 Department of Curriculum and Instruction 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 Department of Curriculum and Instruction 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 (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 12 credits from a Barry University specialist degree program may be applied toward the Ph.D. program. No credits that were applied towards another degree will be considered for transfer.

REQUIRED COURSEWORK: DOCTORAL PROGRAM

Required Curriculum Core (18 credits)

EDU 707	Curriculum: Theory and Research
EDU 713	Advanced Theories and Models of Instruction
EDU 724	Leadership for Change in Curriculum A Curriculum Evaluation and Research B Early and Middle Childhood Education C Reading, Literacy and Cognition D TESOL
EDU 728	Curriculum Evaluation
EDU 736	Research and Policy Trends A Curriculum Evaluation and Research B Early and Middle Childhood Education C Reading, Literacy and Cognition D TESOL
EDU 775	Doctoral Colloquium in Curriculum: Special Topics, Issues, and Scholarship A Curriculum Evaluation and Research B Early and Middle Childhood Education C Reading, Literacy and Cognition D TESOL

Required Research Core (15 credits)

HSE 703	Philosophy of Science and Theory Development
HSE 705	Qualitative Methods of Inquiry
HSE 707	Quantitative Methods of Inquiry
Two of the three following advanced courses:	
HSE 706	Advanced Qualitative Methods <u>or</u>
HSE 708	Advanced Quantitative Methods <u>or</u>
RES 716	Mixed Methods Research

AREA OF SPECIALIZATION (15 credits)

Early and Middle Childhood Education Specialization

Required: (15 credits)

EDU 709	Urban Issues and Historical Perspectives in Early and Middle Childhood Education
EDU 715	Early and Middle Childhood Assessment: Practices, Policies and Theories
EDU 721	Language and Literacy Development
EDU 745	Research on Teaching and Learning
RES 750B	Applied Research in Early and Middle Childhood Education

TESOL Specialization

Required: (15 credits)

- TSL 738 Theories and Models of Second Language Acquisition
 TSL 745 Theories and Principles of Bilingual Education
 TSL 760 Advanced Seminar in TESOL
 TSL 770 Advanced Assessment and Evaluation of English Language Learners
 RES 750D Applied Research in TESOL

Curriculum Evaluation and Research Specialization

Required: (15 credits)

- EDU 702 Contemporary Issues in Urban Education
 EDU 719 Issues in Educational Assessment
 EDU 735 Advanced Curriculum Theory and Planning
 EDU 745 Research on Teaching and Learning
 RES 750A Applied Research in Curriculum

Reading, Literacy and Cognition Specialization

Required: (15 credits)

- EDU 714 Literacy Assessment and Evaluation
 EDU 721 Language and Literacy Development
 EDU 723 Advanced Seminar in Reading
 EDU 730 Psychology of Reading
 RES 750C Applied Research in Reading, Literacy and Cognition

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 (6) dissertation credits, students must continually register for one to three (1-3) credits per semester, including summers, 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 Departmental Chair or Doctoral Program Director must approve modification of the curriculum.

Residency – Two (2) semesters of continuous registration for six (6) or more credits

Standards of progress – All students must maintain a cumulative grade point average (GPA) of 3.25 or higher

to remain in good academic standing and to graduate. Any student who receives two C's in the program is subject to school action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

Comprehensive examination – A written examination taken upon completion of course requirements; a 3.25 GPA is required to take the comprehensive exam. The Curriculum and Instruction Department requires an oral follow-up to the written examination.

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 register for Dissertation Seminar (EDU 798).

Research Prospectus – All students completing Dissertation Seminar will have completed a Dissertation Prospectus. The Prospectus is presented formally to the committee for approval, at which time the Dissertation Committee is formally established and the student moves on to prepare the Research Proposal (First 3 Chapters of the Dissertation).

Research proposal and oral defense of said proposal – These must be completed, in addition to gaining IRB approval, prior to proceeding with the dissertation.

Dissertation – A written thesis based on completed research which adds substantively to the theory and/or practice in Curriculum and Instruction. Students are required to complete a dissertation that demonstrates originality, creativity, and scholarship in the field of 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 members of the academic community 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 (2) weeks prior to graduation.

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 communicate findings in a scholarly manner.
- Evaluate and contribute to the knowledge base in the field of curriculum and instruction.

MONTESSORI EDUCATION PROGRAMS

MASTER OF SCIENCE IN MONTESSORI EDUCATION

MISSION STATEMENT AND PROGRAM GOALS

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 (1-6) 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.

STUDENT LEARNING OUTCOMES

Following completion of the **MASTER OF SCIENCE DEGREE IN MONTESSORI EDUCATION** 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 credits)

EDM 600** Introduction to Montessori Education

EDR 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 certified training.

Specialization in Early Childhood Education (40 credits)

Required Courses (25 credits)

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 credits)

EDU 505 Introduction to Technologies in Education

EDU 509 Multicultural PreK/Primary Education(PreK/3)

EDU 515 Guiding PreK/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 credits)

Required (24 credits)

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

Electives (3 credits)

EDU 552	Critical Thinking in Elementary School Science and Social Studies
EDU 567	Foundation of Reading 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 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 completion must be filed with the advisor.

SPECIALIST IN EDUCATION IN MONTESSORI EDUCATION

MISSION STATEMENT AND PROGRAM GOALS

The Specialist in Education degree in Montessori Education is 42 to 46 semester hour programs beyond the Master's degree. This degree is designed for educators who have completed a Master's degree in any field in education. Two (2) 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 (2) 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.

STUDENT LEARNING OUTCOMES

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.

The following core courses are required for both the Early Childhood and Elementary specialization.

Core Courses (15 credits)

EDM 600*	Introduction to Montessori Education
EDR 708	Directed Research
EDM 603	Montessori and Child Development

*Waived for teachers with previous Montessori Training

One of the following courses (3 credits)

EDM 640	Montessori Early Childhood Curriculum
	or
EDM 641	Montessori Elementary Curriculum

Specialization in Early Childhood Education (46 credits)

Required (25 credits)

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

Electives (6 credits)

EDU 505	Introduction to Technologies in Education
EDU 509	Multicultural PreK/Primary Education
EDU 515	Guiding PreK/Primary Learning
EDU 548	Literature for Young Children
EDU 567	Foundations of Reading 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 (45 credits)

Required (24 credits)

EDM 605	Language Arts for Montessori Teachers
EDM 628	Life Sciences for Montessori Teachers
EDM 629	Physical/Social Sciences for Montessori Teacher
EDM 631	Math I for Montessori Teachers
EDM 632	Math II for Montessori Teachers
EDM 623	Humanities in the Montessori Classroom
EDM 659	Practicum I
EDM 669	Practicum II

Electives (6 credits)

EDU 505	Introduction to Technologies in Education
EDU 509	Multicultural PreK/Primary Education
EDU 515	Guiding PreK/Primary Learning
EDU 548	Literature for Young Children
EDU 567	Foundations of Reading 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 Elementary Level I and II teaching certificate for ages 6 through 12 years.

ADDITIONAL GRADUATION REQUIREMENT

Acceptable performance evaluation on classroom management. Written verification of Practicum EDM 656, EDM 657, EDM 659 and EDM 660 completion must be filed with the advisor.

Course Descriptions— Montessori Prefix: EDM

600 Introduction to Montessori Education (3)

Examines Montessori philosophy, theory, teaching strategies, rationale, and basic methodology for the materials in the 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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

Course Descriptions— Educational Research Prefix: EDR

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

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 Ed.S. Degree, not the doctoral degree.)

Course Descriptions— Education Prefix: EDU

505 Introduction to Technologies in Education (3)

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner. Prerequisite: Permission from advisor.

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.

513 Curriculum Development and Renewal

This course increases knowledge of designing, developing, implementing and evaluating discipline-specific curriculum. The focus on processes, models and the integration of appropriate resources and evidenced-based practices will be based on theory, research, and current practitioner applications. Students will engage in collaborative and investigative activities with educators and leaders in the field to realize mutually beneficial outcomes, including partnerships and professional service. This course directly aligns to Barry University’s Core Commitments of *Knowledge and Truth*, *Inclusive Community* and *Collaborative Service*.

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 philo-

sophical 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.

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.

551 Problem Solving in Early and Middle Childhood Mathematics (3)

Provides knowledge, skills, and dispositions to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching early and middle childhood 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.

566 Teaching Early and Middle Childhood Social Studies (3)

Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for teaching early and middle childhood 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.

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 Early and Middle Childhood Science (3)

Provides knowledge, skills, and dispositions to effectively establish science foundations for students. Provides methods and instructional strategies for teaching early and middle childhood science. Emphasis 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.

605 Action Research Practicum in Curriculum and Instruction (3)

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 EDR 601 Methodology of Research.

611 Reading/Literacy and Thinking Skills (3)

This advanced course supports teachers by providing theories, models and techniques necessary to improve literacy/reading and thinking skills in the P-12 class-

room. Teachers will learn strategies to help organize children's thinking, with an emphasis on reading/literacy skills.

628 Historical and Contemporary Issues In Curriculum and Instruction (3)

This course surveys historical and current trends in educational curriculum development and their impact on public and non-public schools from an instructional leadership perspective.

633 Pedagogical Principles and Practices

This course increases knowledge of pedagogical models, so as to provide educators with alternative strategies of instruction for their particular disciplines. By applying new strategies and considering the strengths/weakness of new approaches to instruction, educators are seeking new ways to enhance their instruction and to meet the needs of a variety of learners. This course allows educators the opportunity to interview other educators in their area of expertise in order to create a more inclusive learning community and to develop collaborative partnerships with others in their field. This course directly aligns to Barry University's Core Commitments of *Knowledge and Truth*, *Inclusive Community* and *Collaborative Service*.

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.

651 Instructional Assessment and Decision Making

This course is directly linked to the Core Commitment of *Knowledge and Truth* as it enhances the intellectual knowledge and decision-making abilities of educators by building on previous knowledge, while simultaneously constructing new knowledge, growth, and development in the skills and abilities needed for instructional and assessment decision-making. The course is the third curriculum course which emphasizes critical and scholarly application, interpretation, and analysis of students' (P-12) performance data as a means to promote learning through informed assessment and decisions. Further, the course embeds constructs of *social justice* as it promotes this Core Commitment through equity efforts in addressing biases in assessment tools and data.

661 Community Based Teaching and Learning

This course specifically addresses the Barry University Mission Core Commitments of *social justice* and *collaborative service*. Participation in this class will lead students to a heightened understanding and awareness of their responsibility as teachers and community members to engage — personally and professionally — in meaningful efforts toward social change through collaborative and mutually productive community partnerships.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

702 Contemporary Issues in Urban 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: Urban Issues and Historical Perspectives in Early and Middle Childhood Education (3)

This course will explore the theoretical underpinnings of various curriculum models. It requires students to research the latest trends and issues associated with curriculum—the social, cultural and philosophical forces that impact schools in the urban setting.

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)

Investigates 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, school and community. Prerequisite: EDU 584, EDU 590 and EDU 716 or equivalents.

715 Early and Middle Childhood Assessment: Practices, Policies & Theories (3)

This course provides advanced graduate level students the opportunity to apply assessment instruments for the purpose of observing, recording, diagnosing, and analyzing the different systems available. 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)

Focuses on socio-cultural 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 EDU 607 or equivalents.

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: Completion of all four (4) previous courses in the specialization.

724 Leadership for Change in Curriculum (3)
A Curriculum Evaluation and Research
B Early and Middle Childhood Education
C Reading, Literacy and Cognition
D TESOL

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

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.

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.

736 Research and Policy Trends (3)

A Curriculum Evaluation and Research
B Early and Middle Childhood Education
C Reading, Literacy and Cognition
D TESOL

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 litera-

ture review in preparation for dissertation work and/or specific publications.

**775 Doctoral Colloquium in Curriculum:
 Special Topics, Issues and Scholarship (3)**
A Curriculum Evaluation and Research
B Early and Middle Childhood Education
C Reading, Literacy and Cognition
D TESOL

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.

**Course Descriptions—
 Exceptional Student Education**
Prefix: ESE

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 experience required.

**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.

Course Descriptions— Research Prefix: RES

716 Mixed Methods Research (3)

This course focuses on both conceptual issues surrounding the use of mixed methods in social science research and analysis of data using mixed methods. An overview will be provided which consists of the history and philosophy of mixed methods research, the emerging literature on it, purposes and characteristics of mixed methods research, types of research problems addressed, the specification of mixed methods purpose statements and research questions, types of major mixed methods designs, data collection and analysis strategies within mixed methods designs, and reporting and evaluating mixed methods studies. Prerequisites: HSE 705 and HSE 707 (and one advanced research course).

750 Applied Research in Education (3)

- A Curriculum Evaluation and Research**
- B Early and Middle Childhood Education**
- C Reading, Literacy and Cognition**
- D TESOL**

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— Curriculum and Instruction Prefix: TSL

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

738 Theories and Models of Second Language Acquisition (3)

This course examines the historical development of theories of second language learning. The course includes aspects of factors that influence learning such as characteristics of learners, linguistic factors, the learning process, age, models and contexts of instruction.

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 Seminar in TESOL (3)

This course involves the in-depth examination of one aspect of the Teaching of English to Speakers of Other Languages (TESOL). The course will provide students an opportunity to engage in scholarly research into an area of their interest in TESOL.

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.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Faculty: Daniels (Chair), Dezek, Gaffney, Rice, Superfisky

MISSION STATEMENT

The degree programs (M.S. & Ed.S.) 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 community.

PROGRAM GOALS

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.
- the flexibility in using decision making and motivational strategies for effective stewardship of time, resources and personnel.
- the assumption of roles which require Florida State Certification in Educational Leadership
- the assumption of teacher leadership positions within public and non-public schools
- the assumption of leadership roles in general education settings

STUDENT LEARNING OUTCOMES

Upon completion of the M.S. or Ed.S. program in Educational Leadership, graduates will have increased their abilities to:

- plan and assess effective change processes and lead organizational development within a caring environment.

- make sound decisions, allocate with scarce resources and manage complex systems.
- demonstrate and inspire integrity in instructional and institutional leadership.
- apply current technologies to instructional and administrative processes and envision, plan, implement and evaluate new applications.
- critically address the challenges of education yet champion a positive vision of its future.

MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION* (Ed.S.) IN EDUCATIONAL LEADERSHIP

(Certification and non-Certification Tracks)

The M.S. and Ed.S., certification track, are 36-semester credits degree programs which makes completers eligible for the Florida Educational Leadership Certification (All Levels). The program which is approved by the Florida Department of Education includes study of the dynamics of educational organizations and successful practices that inspire the full realization of human potential. Completion of either the M.S. or Ed.S. degree qualifies the student to pursue his/her individual career goals.

PREREQUISITES FOR THE CERTIFICATION TRACK

- 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
- Copy of current professional educator's certificate

*Not needed for non-certification track (M.S. & Ed.S.)

** The Ed.S. program, referred to as the Modified Core, permits to students take all of the courses in the Florida State Approved Program and upon completion, qualifies the student to have Educational Leadership (All Levels) added to the Professional Certificate.

Note: The M.S. non-certificate track is a 36 credit program. The Ed.S. non-certificate track is a 30 credit program. EDU 699 is substituted for EDU 697 in both programs.

PROGRAM OPTIONS

In addition the tracks explained above, the program offers two (2) options to accommodate students' needs:

1. Florida Catholic Schools Option (non-certification): Students interested in taking courses to satisfy the Florida Catholic Conference Educational Leadership requirement may enroll in this option. The program advisor and the student mutually design a plan.
2. National Catholic Educational Leadership Option (non-certification): 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 M.S. degree in Educational Leadership.

(Students interested in taking courses to renew their certificate should contact the department chair.)

GRADUATION REQUIREMENTS (M.S. & Ed.S.)

- Achieve an overall 3.0 GPA.
- Pass all section of the Florida Educational Leadership Examination (FELE)*
- 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 Florida 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.

* Not required for students in the non-certificate tracks
Note: Non-State Approved and Non-Certificate Track Are the Same.

PROGRAM OUTLINE

The M.S. in Educational Leadership incorporates the 10 Florida Principal Leadership Standards within the courses, and internship.

Each course is three (3) semester hours:

- EDR 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 687 Administrative Applications of Technology
EDU 697 Practicum in Educational Leadership**
EDU 699 Internship in Educational Leadership
TSL 609 Cultivating Culturally Responsive Educational Leaders

* Required in first 12-15 credits

** Required for the non-certification option and supplants EDU 699

ED.S. IN EDUCATIONAL LEADERSHIP NON-STATE-APPROVED

PROGRAM OUTLINE

The Ed.S. in Educational Leadership incorporates the 10 Florida Principal Leadership Standards within the courses. Each course is three (3) semester hours (30 credit hours in total):

- EDU 614 Visionary Leadership in Education
EDU 615 Ethics and Communication for Leaders
EDU 624 Instructional Design, Measurement, and Evaluation
EDU 637 Educational Decision Making
EDU 674 The Legal Environment in Education
EDU 675 School Finance
EDR 708 Directed Research*
TSL 609 Cultivating Culturally Responsive Educational Leaders
EDU 697 Practicum in Educational Leadership

Plus one elective from the following:

- EDU 623 School and Community Relations
EDU 656 The Reflective Educator: Vision and Strategies
EDU 676 School Personnel Administration
EDU 687 Administrative Applications of Technology

*Required in the first 12-15 credits

ED.S. IN EDUCATIONAL LEADERSHIP AND MODIFIED CORE CURRICULUM, STATE- APPROVED PROGRAM OPTION

This option is for students who want an Educational Specialist degree with Florida State Certification in Educational Leadership (36 credits).

In addition to the required courses listed above, the Modified Core Curriculum also requires the following courses below:

- EDU 623 School and Community Relations
- EDU 676 School Personnel Administration
- EDU 687 Administrative Applications of Technology
- EDU 699 Internship in Educational leadership, in lieu of the Practicum

Course Descriptions— Educational Research Prefix: EDR

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

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 Ed.S. Degree, not the doctoral degree.)

Course Descriptions— Education Prefix: EDU

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.

623 School and Community Relations (3)

Examines the policies, practices, and strategies in 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.

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.

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.

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.

687 Administrative Applications of Technology (3)

Prepares the student to be able to apply technology to the areas of administration and instruction in educational institutions.

697 Practicum in Educational Leadership (3)

Required for students seeking a graduate degree In Educational Leadership without certification. This course is a culminating experience that addresses and assures demonstration of the Principal Leadership Standards as well as competencies and skills needed for successful leadership in private and parochial education. This course provides an opportunity for each candidate to engage in extensive research, utilize a problem-solving process, collaborate with peers and supervisors, and apply theory to formulate a plan for school improvement. Completion of this course will provide the Educational

Leadership student with the opportunity to bring about a significant, research-based improvement in the area of curriculum, school procedures, community partnerships, assessment, communication, technology and/or professional development.

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. *Prerequisites include:* Completed 30 credit hours in Educational Leadership; have an overall GPA of 3.0 or higher; must have no more than 2 "C"s in coursework; and all "F"s, "I"s, and "IP"s have been supplanted with passing grades.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

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

**609 Cultivating Culturally Responsive
Educational Leaders (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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

Faculty: Conde, Harris-Looby (Chair), Wolman

MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRAM

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. Course instructors aim to motivate graduates to teach responsibly, accommodate students' learning styles, promote high academic standards and learner outcomes, and prepare K-12 students for post-secondary education and living.

Teacher candidates are nurtured through strong instructional programming, field experiences, practicum, and individual mentoring. In addition, teacher candidates are made aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

PROGRAM GOALS

The M.S. in Exceptional Student Education is based on the fundamental principle that 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. As such, the program goals are to provide opportunities for teacher candidates to:

1. Identify students with exceptionalities.
2. Accurately assess students' academic strengths and weaknesses.
3. Monitor student progress appropriately.

4. Design effective instructional goals and activities based on the students' individual needs.
5. Use effective best practices and strategies when instructing students with disabilities.

STUDENT LEARNING OUTCOMES

Upon completion of the degree program, graduates will have acquired the ability to:

1. Identify a variety of exceptionalities
2. Assess exceptional students' learning needs
3. Plan appropriate and individualized 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 exceptional student education as part of the total education program in schools
7. Integrate the use of computers and related technologies in exceptional student education
8. Develop and implement culturally responsive teaching practices

PROGRAM OUTLINE

Required ESE Courses:

EDR 601	Methodology of Research *
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 and Mild Disabilities
ESE 528	Instructional Strategies for Students with Emotional and/or Behavioral Disorders

- ESE 570 Introduction to Children with Exceptionalities
- ESE 583 Educational Assessment of Students with Exceptionalities
- ESE 665 Collaborative Consultation and Inclusive Practices in ESE
- ESE 690 Curriculum Design in Exceptional Student Education
- ESE 699 Practicum in Exceptional Student Education

*Required in first or second semester of coursework

Elective Courses:

- EDU 567 Foundations of Reading Instruction
- EDU 568 Reading in the Content Areas
- EDU 584 Reading Assessment

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

AUTISM AND GIFTED SPECIALIZATIONS:

The M.S. degree in ESE with an Autism and/or Gifted Education Specialization is designed specifically for teachers who already have a professional certificate in education. At the completion of this program, students are eligible to receive an endorsement in Autism and/or Gifted education.

AUTISM SPECIALIZATION:

The M.S. degree in ESE with an Autism Specialization is designed specifically for teachers who already have a professional certificate in exceptional student education. At the completion of this program, students are eligible to receive an endorsement in autism and work mainly with students with this classification.

Endorsement Courses (12 credits)

- ESE 527A Management of Students with Emotional Handicaps: Focus on Autism
- ESE 583A Educational Assessment of Students with Exceptionalities: Focus on Autism
- ESE 673 Nature and Needs of Students with Autism
- ESE 683 Instructional Strategies for Students with Autism: Technical and Communication Interventions

Additional Courses (15 credits)

- EDR 601 Methodology of Research *
- ESE 524 Instructional Strategies for Students with Learning and Mild Disabilities
- ESE 665 Collaborative Consultation and Inclusive Practices in ESE
- ESE 670 Advanced Behavioral Management of the Exceptional Child

- ESE 678 Technology Applications in Exceptional Student Education

*Required in first or second semester of coursework

Elective courses may include any three of the following (9 credits):

- EDU 590 Reading Intervention Practicum
- EDU 614 Visionary Leadership in Education
- EDU 615 Ethics and Communication for Leaders
- EDU 673 Technology Applications in Reading
- ESE 581 Learning Strategies for Exceptional Student Education
- ESE 643 Evaluation of Children with Learning Disabilities

GIFTED EDUCATION SPECIALIZATION:

The M.S. degree in ESE with a Gifted Education Specialization is designed for teachers who are already certify as general or special education teachers and will like to work mainly with students with special gifts and talents.

Endorsement Courses (15 credits)

- 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 credits)

- EDR 601 Methodology of Research*
- ESE 583 Educational Assessment of Students with Exceptionalities
- ESE 678 Technology Applications in Exceptional Student Education
- ESE 665 Collaborative Consultation and Inclusive Practices in ESE
- ESE 670 Advanced Behavioral Management of the Exceptional Child

*Required in first or second semester of coursework

Electives (6 credits)

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, and educational leadership. These courses will be selected based on student interest and need.

Elective courses may include any two of the following:

- EDU 590 Reading Intervention Practicum
- EDU 614 Visionary Leadership in Education
- EDU 615 Ethics and Communications for Leaders
- EDU 673 Technology Applications in Reading

- ESE 581 Learning Strategies for Exceptional Student Education
- ESE 643 Evaluation of Children with Learning Disabilities

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.

Course Descriptions— Educational Research Prefix: EDR

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

Course Descriptions— Education Prefix: EDU

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.

673 Technology Applications in the Teaching of Reading (3)

Prepares the Reading teacher to use a variety of technologies in the teaching of reading, and to augment instruction in a whole language classroom.

584 Reading Assessment (3)

Using research, the course focuses on the diagnosis of reading difficulties. It includes the administration, interpretation, and use of informal assessment data to impact, prescribe and plan for differentiated instruction. Prerequisites: EDU 567, or equivalent. Field experience required.

590 Reading Intervention Practicum (3)

Utilizes research-based classroom instructional methods, materials and differentiated strategies based on informal assessment for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 567 and 584 or equivalent. Field experience required.

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

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 experience required.

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 experience required.

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 Intellectual and Developmental Disorders (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 required.

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 and Mild 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 required.

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. A minimum of eight (8) hours of field experience required.

528 Instructional Strategies for Students with Emotional and/or Behavioral Disorders (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 required.

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 experience required.

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 experience required.

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). A minimum of eight (8) hours of field experience 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. A minimum of eight (8) 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.

678 Technology Application in Exceptional Student Education (3)

Prepares Exceptional Student Education teachers to use the unique strength of computers for diagnostic remediation and record-keeping in the remedial education environment.

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. A minimum of eight (8) 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, staffing 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 experience required.

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

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).

DEPARTMENT OF ORGANIZATIONAL LEARNING AND LEADERSHIP

Faculty: Fischweicher, McAtavey, McCrink, King, Kopp (Chair), Whitford.

MISSION STATEMENT

The Organizational Learning and Leadership (OLL) Department meets the professional growth needs of adults aspiring to improve their skills to successfully lead within profit or non-profit organizations as facilitators of employees, teams, as well as performance through learning. The program prepares students in creating a learning organization that enhances performance throughout the work space. Specifically, this program assists aspiring OLL 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. Within the OLL degree, there is a **Higher Education Administration (HED)** specialization track that addresses the unique needs of institutions of higher education including the areas of policy development and conflict management.

MASTER OF SCIENCE PROGRAMS

MASTER OF SCIENCE IN ORGANIZATIONAL LEARNING AND LEADERSHIP

PROGRAM GOALS

The Master of Science in Organizational Learning and Leadership (OLL) program focuses on key competencies surrounding individual, group, and organizational learning including:

- Systems thinking, problem solving, and personal mastery using performance improvement, needs assessment and team based learning interventions
- Enhancing skills necessary to lead and manage change in organizations

- Effective communication and implementation of long term solutions to promote organizational functionality
- “Performance through learning” by understanding organizational development and change management
- Development of individual and teams
- Addressing questions such as: “How do adults learn?” “How are they motivated?” “How do they deal with change?” and “How is training designed & implemented in the workplace?”

STUDENT LEARNING OUTCOMES

Following completion of the Master of Science Degree in Organizational Learning and Leadership, graduates will have acquired the ability to:

- Project trends in training and development and discuss their implications, including aspects of training’s return-on-investment (ROI)
- Apply adult learning principles in presenting a formal workshop, or facilitating informal learning situations, from work teams to an organizational restructuring
- Use effective communication and behavioral skills in diagnosing and resolving learning problems in an organization
- Identify separate and overlapping roles and responsibilities among professionals who facilitate, support and manage organizational learning and growth
- Apply appropriate change models to a select organizational setting
- Apply appropriate research methodologies to an OLL problem or concern

Note: Organizational experience is recommended but not required to enter the Organizational Learning and Leadership (OLL) Program.

CORE COURSES

HRD 644	Human Resource Development Theory and Practice
HRD 645	Organizational Communication in the Work Place
HRD 646	Dynamics of Change and Planning
HRD 647	Instructional Design
HRD 659	Adult Learning and Motivation.
HRD 678	OLL Directed Research
HRD 679	OLL Internship (waived for OLL professionals)
EDR 601	Methodology of Research

ELECTIVES (Typical Electives Include)

HRD 592	Workshop: Human Resource Development (variable) (1-3)
HRD 648	Work Group Behavior in Organizations
HRD 652	Diversity in the Workplace
HRD 653	Career Development and Life Work Planning
HRD 667	Presentation Principles, Methods and Techniques
HRD 669	Consultant Practices in Human Resource Development

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

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 Organizational Learning and Leadership advisor. The program is not designed for certification by the Florida Department of Education.

MASTER OF SCIENCE IN ORGANIZATIONAL LEARNING AND LEADERSHIP SPECIALIZATION IN HIGHER EDUCATION ADMINISTRATION

PROGRAM GOALS

The Master of Science in Organizational Learning and Leadership (OLL), specialization in Higher Education Administration focuses on key competencies for academic support positions in the field of higher education at the entry and mid-management level including:

- Individual, group, and organizational learning for professional positions in Academic Affairs, Admissions, Financial Aid, Registrar, Student Activities, Residential Life, Adult and Continuing Education
- Ability to understand specific federal, state, and/or local-level funded programs in community colleges and universities
- 36 credits and is designed to meet needs of a working professional

STUDENT LEARNING OUTCOMES

Following completion of the Master Of Science Degree in Organizational Learning and Leadership Specialization in Higher Education Administration, graduates will have acquired the ability to:

- Project trends in training and development and discuss their implications, including aspects of training's return-on-investment (ROI)
- Apply adult learning principles in presenting a formal workshop, or facilitating informal learning situations, from work teams to an organizational restructuring
- Use effective communication and behavioral skills in diagnosing and resolving learning problems in an organization
- Identify separate and overlapping roles and responsibilities among professionals who facilitate, support and manage organizational learning and growth
- Apply appropriate change models to a select organizational and educational setting
- Apply appropriate research methodologies to an OLL problem or concern

*Note: Organizational experience is recommended but not required to enter the Organizational Learning and Leadership (OLL) Program.

Core Courses (12 Credits)

HED 648	Practicum in Higher Education (to be taken after all other courses have been completed)
HRD 648	Work Group Behavior in Organizations
HRD 659	Adult Learning and Motivation
EDR 601	Methodology of Research (required in first semester of coursework)

Specialization Courses (15 credits)

HED 626	History of American Higher Education
HED 601	Current Issues in American Higher Education
HED 630	Higher Education and the Law
HED 634	Administration of Higher Education
HED 646	College Student Development

Electives (6 credits) (Select 2 courses with your advisor)

CSL 629	Social and Cultural Issues in Counseling
EDU 587	Student Services Work in Higher Education
HRD 592	Workshop: Human Resource Development
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 644	Human Resource Development Theory and Practice
HRD 645	Organizational Communication in the Work Place
HRD 646	Dynamics of Change and Planning
HRD 647	Instructional Design
HRD 652	Diversity in the Workplace
HRD 653	Career Development and Life Work Planning
HRD 667	Presentation Principles, Methods and Techniques
HRD 669	Consultant Practices in Human Resource Development

Ed.D. PROGRAM

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND LEADERSHIP WITH A SPECIALIZATION IN HUMAN RESOURCE DEVELOPMENT

PROGRAM GOALS

The Doctor of Education (Ed.D.) degree in Organizational Learning and Leadership with a specialization in Human Resource Development prepares professionals to:

- Help people and organizations adapt to continuous change
- Engage in roles such as 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
- Emphasize organizational learning and performance improvement through the utilization of systemic change processes
- Provide innovative solutions for organizations committed to becoming effective environments
- Complete a capstone project which demonstrates originality, creativity, and scholarship in their area of specialization
- Lead and promote purposeful change in organizations, groups, individuals, and themselves.

STUDENT LEARNING OUTCOMES

Upon completion of the program, designed for practicing and potential leaders, students will be able to:

- Acquire the competencies and attitudes necessary to become outstanding leaders in a particular area of specialization

- Engage in a variety of settings including: education, health care, social service, religion, business, and government
- Investigate problems with originality and scholarship
- Be involved in study that enhances and improves professional practice in organizational and clinical settings
- Lead a high priority project at a client organization to effect change
- Serve as a consultant to the client organization
- Utilize their analytical abilities, contextual knowledge, conceptual tools, and professional judgment, developed during their doctoral program, and apply these capabilities to solving real world problems within the client organization.

GRADUATION REQUIREMENTS:

A GPA of 3.25 or higher with no more than one C.

A passing score on a comprehensive written examination.

Approval of capstone project by a faculty committee and the Institution.

Completion of degree within eight years from the date enrolled in the program.

PROGRAM OUTLINE

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

- 12 credits in Leadership Courses
- 15 credits in HRD Specialization Courses
- 9 credits in Research Courses
- 12 credits in HRD Elective Courses
- 6 credits in Capstone Project

*If the Education Specialist degree has been achieved, twelve (12) credits may be applied to the Ed.D. degree. Please note: the credits are not internally transferred and will only appear on the Ed.S. transcript.

Leadership Courses (12 credits)

ADL 705	Theories of Leadership
ADL 717	Team Building for Leaders
ADL 739	Ethical Issues in Leadership
ADL 745	Organizational Change

HRD Specialization Courses (15 credits)

HRD 644	HRD Theory and Practice
HRD 711	Performance Analysis and Improvement
HRD 719	Organizational Learning
HRD 728	Program Evaluation in HRD
HRD 745	Seminar in HRD

Research Courses (9 credits)

- HSE 703 Philosophy of Science
 HSE 705 Qualitative Methods of Inquiry
 HSE 707 Quantitative Methods of Inquiry

HRD Elective Courses (12 credits)

HRD elective courses are oriented towards the student's area of interest and action learning capstone project.

Capstone Project (6 credits)

- HRD 794 Capstone Seminar I - Analysis, Design, Develop Phases
 HRD 795 Capstone Seminar II - Implementation and Results Phases

Ph.D. PROGRAM

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

**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

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.

745 Organizational Change (3)

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

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.

**Course Descriptions—
 Counseling
 Prefix: CSL**
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.

**Course Descriptions—
 Educational Research
 Prefix: EDR**
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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

**Course Descriptions—
 Education
 Prefix: EDU**
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.

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

Course Descriptions— Higher Education Administration 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.

700 Continuous Enrollment (1)
Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

Course Descriptions— Human Resource Development and Administration Prefix: HRD

592 Workshop: Human Resource Development (variable) (1-3)
Investigates special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

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 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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

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.

794 Capstone Seminar I (3)

This is the first of two capstone courses that together will provide a field-based action learning opportunity to analyze problems or practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry in accordance with traditional standards for doctoral performance.

795 Capstone Seminar II (3)

This is the second of two capstone courses that together will provide a field-based action learning opportunity to analyze problems of practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry and in accordance with traditional standards for doctoral performance.

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: HRD 798.

800 Continuous Matriculation (1)

Enrollment is required each fall and spring semester after the completion of HRD 794 and HRD 795 until the Capstone Project is completed. Prerequisite: HRD 799, CR/NC only.

800D Continuous Matriculation (1)

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

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.

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.

DEPARTMENT OF READING

Faculty: Haid, Ricketts-Duncan, Strange-Martin (Coordinator), Warner

MISSION STATEMENT

The mission of the Master's and Education Specialists Reading programs is to provide and foster the education and integration of theory and practice which meet the continuing professional requirements for literacy educators. The goal is to graduate highly quality professionals with expertise in literacy learning at all levels. The Reading programs are aligned with the core commitments of Barry University: knowledge and truth, inclusive community, social justice and collaborative service as these ideals are inherent in the nature of literacy education and its practices.

PROGRAM GOALS

The Reading and Literacy Studies Program prepares reading and literacy practitioners by providing graduate students with the theoretical background, research-based strategies, and specific instructional techniques needed to meet K-12 students' literacy needs. Graduates of the program meet the requirements of Florida Department of Education (FDOE) Educator's Certification for Reading (K-12), the Common Core State Standards and the International Reading Association. Upon completion of the program graduates are qualified to be reading specialists working directly with students; reading coaches mentoring peers; interventionists in school based reading programs, and administrators leading district level reading programs. Specific program goals are to provide graduate students with the:

1. theoretical background, research-based strategies, and specific instructional knowledge and techniques needed to meet students' literacy needs in today's P-12 schools
2. skills and strategies to become reflective practitioners who administer and interpret, evaluate and apply the results of assessment data
3. ability to assume leadership roles and responsibilities in the field of education as it applies to literacy practice, instruction, management and implementation of standards

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 program provides grounding in research and related skills that will allow educators to engage in the critical practice necessary to effectively adapt and adjust principles of literacy instruction, 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 with the necessary expertise and knowledge in order to be leaders in the support and improvement of literacy instruction.

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 professional educator's certificate prior to full admission. The MAT or GRE is required for those with an undergraduate GPA between 2.999-2.5. For those who do not hold a teacher's certification, please see the non-certification Master's option below.

STUDENT LEARNING OUTCOMES

1. Apply research-based reading and literacy strategies for successful learning.
2. Integrate research-based reading skills, strategies and concepts into disciplinary areas of curriculum.
3. Plan, develop, and implement research-based literacy programs in the school, district and community.
4. Administer and utilize assessment data results to interpret and evaluate for developing and

- implementing differentiated plans for strategic literacy instruction within and across the curriculum.
5. Act as literacy leaders.

PROGRAM OUTCOME

Required Courses (30 credits)

EDR 601	Methodology of Research*
EDU 535	The Teaching of Language Arts
EDU 567	Foundations of Reading Instruction
EDU 568	Reading in the Content Areas
EDU 584	Reading Assessment
EDU 590	Reading Intervention Practicum or
EDU 607	Beginning Reading for the Primary Years or
EDU 613	Roles of the Reading Specialist
EDU 634	Remedial Reading
EDU 716	Reading Diagnosis and Remediation
EDU 717	Practicum in Reading
EDU 718	Developmental Reading

*Required within first 12 credits of coursework

Elective Courses (3 credits)

EDU 604	Teaching Vocabulary and Reading Comprehension
EDU 611	Reading/Literacy and Thinking Skills
EDU 612	Teaching Reading to Secondary, College, and Adult Students
EDU 673	Technology Applications in the Teaching of Reading

ADDITIONAL M.S. PROGRAM AND GRADUATION REQUIREMENTS

Students must:

- Have completed a course in children's or adolescent literature which is a requirement for Reading certification (K-12). If not taken previously, EDU 554 is required.
- Pass the Reading Subject Area Test of the Florida Teacher Certification Examination (FTCE) prior to graduation, unless already certified in Reading.
- Have a 3.00 grade point average prior to registering for EDU 717.

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 and fees 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 in Reading who do not hold a teaching certification or do not 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 sole responsibility to secure application documentation and submit the necessary paperwork and fees to the State in order to be eligible for Reading Certification. After completing six (6) credits in the REAN, M.S. program, the student may not switch to the certification option. All other program requirements must be met. REAN students must take and pass the Reading Subject Area Test of the Florida Teacher Certification Exam (FTCE) prior to graduation, unless already certified in Reading.

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 degree program is designed for those who wish to be teachers, literacy coaches and other leaders in literacy education at the K-12, community college, and adult levels, or for those who wish to enter the field of reading education.

STUDENT LEARNING OUTCOMES

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 English Language Arts into literacy and disciplinary curriculum.
4. Provide literacy leadership.
5. Administer and utilize assessments data results to interpret and evaluate for developing and implementing differentiated plans for strategic literacy instruction across the curriculum.

The Specialist in Education in Reading is not state approved for the Florida Reading Certification. If the Ed.S. graduate desires the state Reading Certification, the student has the sole responsibility to secure application documentation and submit the necessary paperwork and fees to the state in order to be eligible for Reading Certification.

SPECIAL PREREQUISITES

Three (3) Reading courses at undergraduate or graduate level (9 credits) are required as prerequisites for full admission to the program.

PROGRAM OUTCOME

Required Courses (9 credits)

EDR 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

*Offered in the spring only and must be taken during the first 12 credits.

Elective Courses (21 credits)

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 584	Reading Assessment
EDU 590	Reading Intervention Practicum
EDU 604	Teaching Vocabulary and Reading Comprehension
EDU 607	Beginning Reading for the Primary Years or EDU 718
EDU 611	Reading/Literacy and Thinking Skills
EDU 612	Teaching Reading to Secondary, College, and Adult Students
EDU 613	Roles of the Reading Specialist
EDU 673	Technology Applications in Teaching Reading
EDU 716	Reading Diagnosis and Remediation
EDU 718	Developmental Reading or EDU 607

Note: Certain M.S. 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

- Have a 3.25 grade point average prior to registering for EDU 717 and/or EDU 739 or 740
- 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.

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.

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 (5) graduate level reading courses which meet the five (5) 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 Assessment
EDU 590	Reading Intervention Practicum
EDU 717	Practicum in Reading

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 endorsement requirements.

Course Descriptions— Educational Research Prefix: EDR

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.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an “IP” (In Progress) grade has been converted to a letter grade.

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 Ed.S. Degree, not the doctoral degree.)

Course Descriptions— Education Prefix: EDU

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, visually representing and thinking are required.

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.

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.

584 Reading Assessment (3)

Using research, the course focuses on the diagnosis of reading difficulties. It includes the administration, interpretation, and use of informal assessment data to impact, prescribe and plan for differentiated instruction. Prerequisites: EDU 567, or equivalent. Field experience required.

590 Reading Intervention Practicum (3)

Utilizes research-based classroom instructional methods, materials and differentiated strategies based on informal assessment for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 567 and 584 or equivalent. Field experience required.

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. Prerequisites: EDU 567, or equivalent. Field experience required.

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. Prerequisite: EDU 567 or equivalent.

611 Reading/Literacy and Thinking Skills (3)

This advanced course supports teachers by providing theories, models and techniques necessary to improve literacy/reading and thinking skills in the P-12 classroom. Teachers will learn strategies to help organize children's thinking, with an emphasis on reading/literacy skills.

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. Prerequisites: EDU 567 and EDU 568, or equivalents. Field experience required.

613 Roles of the Reading Specialist (3)

Focuses on research-based methods for implementing the duties and responsibilities of the reading professional. Includes consultative and coaching skills. The focus includes human relations and leadership skills. Prerequisite: EDU 567 or equivalent.

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.

673 Technology Applications in the Teaching of Reading (3)

Prepares the Reading teacher to use a variety of technologies in the teaching of reading, and to augment instruction in a whole language classroom

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade.

716 Reading Diagnosis and Remediation (3)

Examines the administration of standardized assessments and interpretation of data and results for diagnosing disabilities which impact learning to read and success with the reading process. The focus is development and implementation of research-based, instructional

tional, differentiated remedial lessons. 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 literacy techniques, assessments and differentiated methodology for working with and coaching students, educators, administrators, other teachers, and community members. 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.)

727 Advanced Practicum in Reading (3)

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 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 Ed.S. Degree, not the Ph.D. degree.)

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION PROGRAM

Faculty: Fischweicher, Harris-Looby, McCrink (Director), Whitford, Wolman.

MISSION STATEMENT

The Ph.D. in Leadership and Education Program is characterized by cooperation rather than competition; development rather than judgment of others; and highly intellectual achievement without elitism. As such, the program's purpose aligns with Barry University's Mission Statement which aims to "foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service" (The Mission of Barry University, *Barry University Graduate Catalog*, 2012-13, p. 7).

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 **EXCEPTIONAL STUDENT EDUCATION** or **HIGHER EDUCATION ADMINISTRATION**.

The doctoral program requires completion of a minimum of 54 credits beyond the master's degree, 24 credits of which are taken in the area of specialization. The area of specialization is determined by students' interest, academic training, and career goals.

The Ph.D. in Leadership and Education requires that students complete a minimum of 54 post-master's credits which are acceptable to the faculty advisor and the program chair. For students specializing in **Exceptional Student Education**, the minimum degree credits are distributed as follows:

Leadership Foundations	12 credits
Area of Specialization Core	15 credits
Area of Specialization Electives	3 credits
Research	18 credits
Dissertation	6 credits
TOTAL	54 credits

For students specializing in **Higher Education Administration**, the minimum degree credits are distributed as follows:

Leadership Foundations	12 credits
Area of Specialization Core	12 credits
Area of Specialization Electives	6 credits
Research	18 credits
Dissertation	6 credits
TOTAL	54 credits

ADMISSION REQUIREMENTS

- Completed application
- 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 (3) 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 (2) 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 (2) faculty members is conducted

3. A program committee approves or disapproves the application and makes its recommendations to the Dean

At the time of doctoral study application, students identify transfer courses. A maximum of six (6) post-master's credits may be transferred into the program. Courses must have been taken within eight (8) years of the date of application for admission and the grade earned must be a B or higher. International credits to be transferred must be evaluated according to Barry University policies. Up to 12 credits may be applied toward the Ph.D. degree from a Barry University specialist degree program.

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 program chair.

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 (2) 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 (2) 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 — EXCEPTIONAL STUDENT EDUCATION SPECIALIZATION

The doctoral program in Leadership and Education with a Specialization in Exceptional Student Education addresses the critical need to prepare well qualified special education leaders who, through their work, will strive to develop equitable and appropriate educational programs that promote the highest educational potential and quality of life for individuals with disabilities. The ESE faculty affirms the belief that education professionals must remain vigilant in their attention to the critical issues of academic, ethnic, and linguistic diversity, which impact the performance and learning outcomes of students. Special education leaders must be prepared to seize all opportunities to uphold and improve, wherever necessary, the laws, regulations, and policies governing the delivery of special education and related services; and to remain steadfast in their attempts to affect the way in which American society accepts and interacts with people with disabilities from diverse backgrounds. Throughout the program, students are challenged to accept the intellectual, personal, ethical, and social responsibilities necessary to advocate for and address the needs of individuals with disabilities within their local communities.

PROGRAM GOALS

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. As such, the program goals are to provide opportunities for teacher candidates to:

1. Develop leadership skills in the field of special education.
2. Test, develop, and apply theories relevant to critical problems relevant to special education.
3. Utilize analytical, writing, and research skills to acquire a deeper understanding of the trends and issues in the field.
4. Conduct research about current best practices in special education.
5. Gain experience teaching at the university level in both graduate and undergraduate programs.

STUDENT LEARNING OUTCOMES

Upon completion of the Ph.D. in Leadership and Education with a Specialization in Exceptional Student Education, graduates will be able to:

1. Analyze and synthesize data relevant to special education.
2. Conduct independent research investigations.
3. Teach graduate and undergraduate courses at the university level effectively.
4. Apply theories and concepts of leadership to practical issues and situations in special education.
5. Deepen their understanding and knowledge of the laws, policies, and best practices in the field.

PROGRAM OUTLINE

Courses specific to Ph.D. in Leadership and Education with a Specialization in Exceptional Student Education

Common Core (12 credits)

- ADL 705 Theories of Leadership
 ADL 737 Information Technology Administration
 ADL 745 Organizational Change
 And one of the following:
 ADL 720 History of Education
 ADL 730 Sociology of Education
 ADL 739 Ethical Issues in Education

Research Foundations (18 credits)

- EDU 701 Advanced Study in Education: Quasi Experimental Design & Analysis
 HSE 703 Philosophy of Science
 HSE 705 Qualitative Methods of Inquiry
 HSE 706 Advanced Qualitative Methods
 HSE 707 Quantitative Methods of Inquiry
 HSE 708 Advanced Quantitative Methods

ESE Specialization (15 credits)

- ESE 770 School Law & the Exceptional Education Student
 ESE 775 Seminar in ESE
 ESE 785 Future Trends & Issues in ESE
 ESE 789 Conducting Empirical Studies in Special Ed
 ESE 795 Administration & Supervision of ESE Programs

Electives (3 credits)

Choose one from any of the following content areas:

- Assessment Techniques
- Curriculum Design
- Pedagogical Strategies
- Behavior Modification

Dissertation (Min. 6 credits)

- ADL 798 Dissertation Seminar
 ADL 799 Dissertation

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION — HIGHER EDUCATION ADMINISTRATION SPECIALIZATION

The Higher Education Administration specialization represents one of two areas of concentration under the Ph.D. in Leadership and Education. The Higher Education Administration specialization pertains specifically to postsecondary education with a focus on the governance of institutions; the scholarship of teaching and the scholarship of research, vis-a-vis their role within each unique frame of governance or perspective; the international higher education community; and the identification of current issues across institutions.

PROGRAM GOALS

The Higher Education Administration Program goals are to:

- prepare candidates to assume leadership positions in the field of education, specifically the community college system or university, as well as government agencies, or organizations that are closely related to the higher education terrain and
- prepare candidates to positively contribute to areas such as research, policy development, law, history of education, and the teaching/learning process.

STUDENT LEARNING OUTCOMES

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.

PROGRAM OUTLINE

Common Core (12 s.h.)

- ADL 705 Theories of Leadership
 ADL 737 Information Technology Administration
 ADL 745 Organizational Change
 One of the following:
 ADL 720 History of Education
 ADL 730 Sociology of Education
 ADL 739 Ethical Issues in Leadership

Higher Education Specialization Core (12 s.h.)

- HED 713 Teaching & Learning at the University Level
 HED 726 Governance of Higher Education
 HED 730 Higher Education and the Law
 HED 745 Seminar in Higher Education Admin

Electives (6 s.h.)

- ADL 713 Program Planning & Evaluation
 EDU 750 Leadership Exploration & Expression
 HED 646 College Student Development

Research Foundations (18 s.h.)

- EDU 701 Advanced Study in Education: Quasi-Experimental Design & Analysis
 HSE 703 Philosophy of Science & Theory Dev.
 HSE 705 Qualitative Methods of Inquiry
 HSE 706 Advanced Qualitative Methods
 HSE 707 Quantitative Methods of Inquiry
 HSE 708 Advanced Quantitative Methods

Dissertation (6 s.h.)

- ADL 798 Dissertation Seminar
 ADL 799 Dissertation

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.

**Course Descriptions—
Education****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.

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.

**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 Specific Learning Disabilities (SLD)****F Intellectual and Developmental Disorders (InD)****G Emotional and/or Behavioral Disorders (EBD) 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 specific learning disabilities (SLD) and/or intellectual and developmental disorders (InD) and/or emotional and/or behavioral disorders (EBD), and/or giftedness. Students focus on advanced theory and research in their area of expertise.

785 Future Trends and Issues in Exceptional Student Education (3)

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.

789 Conducting Empirical Studies in Special Education (3)

Provides students with opportunities to conduct empirical research by examining and comparing content, interpretation, and utilization of Exceptional Student Education/Special Education research, including single subject designs. Required by all Ph.D. students in Leadership and Education with a Specialization in Exceptional Student Education (ESE). Prerequisites: ESE 770, ESE 785, HSE 703, HSE 705, and HSE 707.

795 Administration and Supervision of Exceptional Student Education Programs (3)

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.

Course Descriptions— Higher Education Administration Prefix: HED

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.

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.

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.

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.

SCHOOL-WIDE COURSE DESCRIPTIONS

Education**Prefix: EDU****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.

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.

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.

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.

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.

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.

592 Workshop in Education (variable) (1-3)

Investigates special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

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.

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.

605 Action Research Practicum in Curriculum and Instruction (3)

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.

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.

619 Analysis of the Individual (3)

Develops proficiency in the administration and scoring of the Wechsler and Stanford-Binet. Requires students to write psychological reports on client's performance on the tests. Prerequisite: EDU 621 and/or consent of instructor.

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.

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.

725 Grant Writing for Curriculum Resources (3)

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

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.

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

John J. McFadden, Ph.D., CRNA, Dean

Gerhild Packert, Ph.D., Associate Dean

Claudette Spalding, Ph.D., ARNP, C.N.A.A., Associate Dean

Faculty: Ackbarali, Beason, Chan, Chin, Clarke, Coffman, Colin, Dick, Donahue, Ford, Galt-McBean, Hanlon, John, Landa-Gonzalez, Leal, LePage, Lopez, Lu, Malek-Ismail, Malina, McFadden, Morton, Orr, Packert, Pinchevsky-Font, Ritter, Rocafort, Rogers, Spalding, Spiegel, Thornton, Umadhay, Velis

Barry University has a long history of preparing compassionate health care practitioners who are committed to excellence in practice. In 2008, the faculty and administration united select biological, biomedical, and health care professional courses and programs to create the College of Health Sciences. The College provides students with a vibrant academic environment that supports a collaborative approach to healthcare. Our graduate programs encourage faculty and students to explore ideas and solve professional problems as a scholarly community.

The purpose of the College of Health Sciences is to provide high quality education that will prepare competent, thoughtful, ethical, and compassionate health professionals and scientists both within the U.S. and at the international level. This is accomplished within a caring environment supportive of the religious dimension of the University. The College 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 to:

- 1) 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) 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) foster a sense of ethical and social responsibility through opportunities in community service with on- and off-campus components.

We respect the diversity of our students and their desire to make meaningful contributions to their native countries or geographic areas within the U.S.

It is our goal to return all graduates to their communities as informed and educated leaders.

The College offers the following graduate degree programs (by degree, in alphabetical order):

- Master of Science degree program in Anesthesiology (MS)
- Master of Science degree program in Biomedical Sciences (MS)
- Master of Science degree program in Clinical Biology (MS)
- Master of Science degree program in Health Services Administration (MS/HSA)
- Master of Science degree program in Health Services Administration and Master of Public Health Dual Degree Program (MS/HSA - MPH)
- Master of Science in Medical Biotechnology (MS)
- Master of Science in Nursing (MSN)
 - Nurse Executive Leadership specialization
 - Nurse Educator specialization
 - Adult-Gerontology Acute Care Nurse Practitioner specialization
 - Family Nurse Practitioner specialization
- Master of Science in Nursing/Master of Business Administration (MSN/MBA)
- Master of Science degree program in Occupational Therapy (MS)
- Doctor of Nursing Practice – Post-Baccalaureate (DNP)
 - Adult-Gerontology Acute Care Nurse Practitioner specialization
 - Family Nurse Practitioner specialization

- Doctor of Nursing Practice – Post-Master’s (DNP)
- Doctor of Nursing Practice – Post-Master’s (DNP)
 - Anesthesiology specialization
- Doctor of Philosophy in Nursing (PhD)
- Graduate Certificate in Biotechnology
- Graduate Certificate in Health Services Administration
- Post-Baccalaureate Certificate in Histotechnology
- Post-Baccalaureate Pre-Med Certificate
- Post-Master’s Certificate in Nursing
 - Nurse Executive Leadership specialization
 - Nurse Educator specialization
 - Adult-Gerontology Acute Care Nurse Practitioner specialization
 - Family Nurse Practitioner specialization

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.

DIVISION OF NURSING

Claudette Spalding, PhD, ARNP, Associate Dean and Chair for the Division of Nursing

Philosophy

This philosophy describes the beliefs of the nursing faculty of Barry University 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. 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 valuing

cultural, social, and intellectual diversity. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and eliminate 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 across the life span, professional nursing roles involve evidence based practices that are preventative, restorative, and promotive. 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 minimal 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 nursing programs are transformational 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 knowledge and truth, religious dimension, collaborative service, social justice and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to a nurturing environment, 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 executive leadership, nursing education, and advanced practice nursing. These specialties can be practiced in a variety of healthcare 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), 2011, 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 accredited by the Commission on Collegiate Nursing Education (CCNE). The Master of Science in Nursing, Nurse Educator and Nurse Practitioner education programs are accredited by the Commission on Collegiate Nursing Education. 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 Interdisciplinary 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 consulta-

tion, 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 interdisciplinary scholarship.

The 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.

Master of Science in Nursing (M.S.N.) Program

The M.S.N. program offers a variety of study options: Specializations Tracks leading to an M.S.N. or Post Master's Certificate:

- Nurse Executive Leadership
- M.S.N./M.B.A. dual degree program
- Nurse Educator
- Nurse Practitioner
- Adult - Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Accelerated R.N. to M.S.N. Nurse Educator or Nurse Executive Leadership 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. Applicants to the Nurse Practitioner Specializations are required to have a minimum of 1 year full-time clinical experience as a registered nurse within the last three years.
- 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 of program start date

- Two letters of recommendation from professional references
- 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 Microsoft Office, use of email, and the ability to use the internet. Students without these prerequisite skills are encouraged to take CS 180-Introduction to Computers. This course will not count towards degree requirements.
- Applicants to the Family Nurse Practitioner specialization tract must provide evidence of current BLS certification; applicants to the Adult-Gerontology Acute Care Nurse Practitioner specialization tract must provide evidence of current BLS and 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 and/or reading tutorial.
- 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.
- For Barry alumni, GRE or MAT 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, GRE or MAT is required
- For non-Barry alumni applicants, GRE or MAT 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 Division of Nursing reserves the right to make any exceptions to the above admission requirements based on an applicant's overall file.

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 and at the discretion of the program director. Transfer credits will not be accepted in lieu of specialization courses. Only courses for which a student earned an A or B will be considered. 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) is unacceptable, and the student must repeat the course the next time it is offered, to progress in the program. 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 to progress.

The definition of success in the graduate nursing program is a Grade of B or higher in all nursing courses.

The definition of failure in graduate nursing program is a grade of less than B in any nursing course or a withdrawal from any nursing course after the add/drop period of the semester.

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 if a final grade is not reported by the published date.

Progression Requirements

Progression and Retention in Graduate Nursing Program

Students must comply with policies related to the Honor Code and Civility Policy. Students must receive a grade of B in all courses to be allowed to progress in the program. If a student does not receive a grade of B in a course, the student may not progress to the next core/specialization course. If a student fails a course, the student has only one opportunity to repeat that course and successfully obtain a grade of grade B or higher. Students who fail in any subsequent course will automatically be dismissed from the graduate nursing programs. Therefore, any student failing 2 courses will be dismissed from the graduate nursing program. The above-mentioned policy also helps ensure that students move through the program in a timely manner, by not permitting multiple withdrawals from classes for various reasons. This also serves as a method to keep clinical material from getting out-of-date prior to students sitting for national certification exams.

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 Executive Leadership, 45 credits in Nursing Education, or 55 credits in Family Nurse Practitioner specializations and 50 credits in the Adult-Gerontology 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 credits 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 graduate level 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 (17 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
NUR 654	Public Policy Strategies for Nursing	3

*Courses require pre/corequisites.

NURSE EXECUTIVE LEADERSHIP 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 Executive Leadership specialization track curriculum is congruent with the criteria for *Nurse Executive Leadership Education* (AACN/AONE). Graduates, meeting all other eligibility requirements, are eligible to sit for the Nurse Administration or the Nurse Executive, Advanced, national certification examination.

Nurse Executive Leadership Specialization Expected Objectives

In addition to the M.S.N. Expected Outcomes, graduates from the Nursing Executive Leadership 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 healthcare 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 healthcare 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 2nd Edition, ANA 2009; AONE Nurse Executive Competencies 2005

Specialization

In addition to courses required of all degree-seeking students, nursing executive leadership students take:

NUR 520	Nursing Informatics	3
NUR 638	Quality Improvement for Nurse Executive Leadership	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 Executive Leadership 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 Dean or Dean's designee of the School of Business.

Business Prerequisites:

There are a number of prerequisites that must be met. Please refer to the School of Business for prerequisite requirements.

Requirements:

All Nursing Degree-Seeking Students, Core Courses (15 credits)

NUR 601, NUR 617, NUR 679

Required courses for the Nursing Specialization of Nurse Executive Leadership (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 nurse executive leadership. 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 Objectives

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 in Nursing, 2011

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	3
*NUR 649	Assessment & Evaluation Strategies in Nsg Education	3
*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

Two tracks are available for those seeking a nurse practitioner specialization:

The traditional MSN Nurse Practitioner program discussed below or the Post-Baccalaureate Doctor of Nursing Practice (DNP) program which is found and discussed in the doctoral section of the Division of Nursing.

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 Adult-Gerontology Acute Care Nurse Practitioner curriculum has incorporated the *Adult-Gerontology Acute Care Nurse Practitioner Competencies* (National Organization of Nurse Practitioner Faculties [NONPF], 2012). 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 (2012) *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 Objectives

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 healthcare delivery.
- Advocate for equitable, quality, cost effective care by managing and negotiating a variety of healthcare 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 Organization of Nurse Practitioner Faculties & The American Association of Colleges of Nursing. (2012). *Adult-Gerontology Acute Care Nurse Practitioner Competencies*

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 Adult-Gerontology Acute Care Nurse Practitioner students.

Specialization

Adult-Gerontology 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

*Specialization Course

+Clinical (125 hours)

Total Clinical Hours: 500 hours

Total Credits: 50 credits

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

*Specialization Course

+Clinical (125 hours)

Total Clinical Hours: 625 hours

Total Credits: 55 credits

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 614.

The courses in the bridge are as follows (See Undergraduate Catalog for course descriptions):

NUR 337 - Research and Evidence Based Practice (3)

NUR 483 - Health Assessment (3)

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 executive leadership 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 Nursing	6
NUR	483	Health Assessment	3
NUR	493R	Nursing Leadership	3
*NUR	601	Philosophical & Theoretical Bases of Nursing	3
*NUR	625	Evidence-based Inquiry	4
NUR	617	Role Development for Advanced Practice Nursing	2
*NUR	679	Health Promotion and Disease Prevention	3

Nurse Executive Leadership 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 Executive Leadership 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	3
*NUR	649	Assessment & Evaluation Strategies in Nursing Education	3
*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. Prerequisite/corequisite 617/711(Special 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. (Special fee)

601 Philosophical & Theoretical Bases of Nursing (3)

Seminar discussions focus on the philosophical perspectives grounding contemporary nursing. Provides the history of nursing theory development. Students explore the potentials for nursing's future by examining and critiquing nursing theory, research, and practice through differing philosophical and ethical perspectives. Prerequisite: NUR 617/711 (Special 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 (Special fee)

617/711 Role Development for Advanced Practice Nursing (2)

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 negotiating healthcare delivery systems, social, cultural, and political forces affecting the healthcare 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. Prerequisite/corequisite: NUR 510 (Special 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. Prerequisite: NUR 678 (Special fee)

625 Evidence-Based Inquiry in Nursing (4)

Emphasis is placed upon the relationship between theory and research, synthesis and utilization of research findings, research ethics, emerging research methodologies and technologies, and barriers to building an evidence-based practice. Explores the differences between qualitative and quantitative research methods. Provides opportunities to participate in research aimed at the discovery and translation of nursing knowledge.

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. (Special 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. Prerequisite: NUR 631 (Special fee) (T-45 hrs; Fieldwork 40 hrs)

642 Technology for Teaching & Learning (3)

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. Prerequisite NUR 639 (Special fee)

649 Assessment & Evaluation Strategies in Nursing Education (3)

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. Prerequisite NUR 639 (Special fee)

654 Public Policy Strategies for Nursing (3)

Understanding the establishment of public policy with a focus on health and well-being. Examines the organization and financing of health care in the United States (US). Considers strategies to impact national and world health.

659 Independent Study (1-4)

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) (Special fee)

660 Administration/Organization Theories for Nursing Administration (3)

Analysis of theory and research in nursing and health care organizations as related to nursing executive leadership and the role of the nurse administrator. (\$35 Fee)

665 Clinical Procedures for Adult - Gerontology Acute Care (5)

Provides a theoretical foundation and opportunity to develop clinical competency in the performance of selected skills and procedures germane to the care of the acutely ill adult patient. The clinical focus is on the role of the Adult Acute Care Practitioner working with a multi-disciplinary team within a culturally diverse environment with varying health disparities. Prerequisite: NUR 678 (Special fee)

667 Adult - Gerontology 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 678 (T-45 hrs; C-125 hrs) and/or 665 (Special fee)

668 Adult - Gerontology 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 667 (T-45 hrs; C-125 hrs) (Special fee)

669 Adult - Gerontology 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 668 (T-45 hrs; C-125 hrs) (Special 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. Prerequisite: NUR 676 (T-45 hrs; C-125 hrs.). (Special 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-125 hrs) (Special fee)

674 Financial Strategies for Nursing Administration (3)

Develops understanding and applications of health care financial management as an essential foundation for healthcare 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. (Special 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 678 (T-45 hrs; C-125 hrs.) (Special 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 673 (T-45 hrs; C-125 hrs.) (Special 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. Prerequisites: NUR 615 (Special fee)

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. Prerequisite NUR 601 (Special 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. Prerequisite NUR 678 (Special 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 healthcare 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. (Special 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. (Special 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. (Special fee)

689 Primary Care Integration Practicum (5)

In this capstone course the role of the family 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 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-125 hrs.) (CR/NC only) (Special fee)

694 Adult - Gerontology 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-125 hrs) (CR/NC only) (Special 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: 3 credits in classroom and 3 credits in clinical settings. Prerequisite: Completion of all theory and clinical courses. (C-160 hrs.; Theory-15 hrs.) (CR/NC only) (Special fee)

696 Nurse Executive Leadership 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) (Special fee)

699 Thesis (3)

A scientific research study that the student conducts independently. Prerequisite: core and at least one specialization course. (CR/NC only) (Special 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) (Special fee)

DOCTORATE PROGRAMS

Ph.D. in Nursing, Post-Master's Doctorate in Nursing Practice (DNP), and Post-Baccalaureate Doctorate in Nursing Practice (DNP) Programs

Doctoral Expected Outcomes

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 Catholic intellectual 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 multidisciplinary 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 Interdisciplinary 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 an annual scholarly lecture for the professional community, and create an environment that perpetuates interdisciplinary scholarship.

The 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 programs 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. PhD students admissions are twice a year: fall and summer. DNP admissions are in the fall only.

Admission requirements for the Doctorate Programs include:

- Completed Barry University graduate application.
- 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 and/or reading tutorial.
- The Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) may be required. If required, one of these standardized tests must have been completed within the previous five years and the student must have achieved an acceptable score. GRE and MAT scores are used as part of the data in which admission decisions are made. The scores, however, are never the sole criteria for admission.
- For Barry alumni, the GRE or MAT 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 the GRE or MAT is required (PhD & Post-Master's DNP).
- For non-Barry alumni applicants, GRE or MAT is waived for those with graduate GPA of 3.3 or

greater on a 4.0 scale; however non-Barry alumni applicants with a graduate GPA less than 3.5 are required to take the GRE or MAT. GPAs are not rounded (PhD & Post-Master's DNP).

- A personal interview with the admissions committee may be requested.
- 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 Microsoft Office, 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.
- The Division of Nursing reserves the right to make any exceptions to the above admission requirements based on an applicant's overall file.

Additional admission requirements for the **PhD Program:**

- 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.
- A minimum cumulative grade point average (GPA) of 3.3 on a 4.0 scale in graduate study.
- Graduate-level research course, project or thesis.
- Successful completion of a graduate level statistics course, including inferential statistics, within the past 5 years.
- 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;
- Evidence of professional activities as reflected in current curriculum vitae that is submitted with the application

Requirements for the **Post-Master's DNP Program:**

- A Master's degree in Nursing (MSN) from a regionally accredited or internationally recognized school.
- A minimum cumulative grade point average (GPA) of 3.3 on a 4.0 scale in graduate study.
- Graduate-level research course, project or thesis.
- Successful completion of a graduate level statistics course, including inferential statistics, within the past 5 years of application or program start.

- Current license to practice as an Advanced Registered Nurse Practitioner (ARNP) in the State of Florida.
- Have a valid and current national certification in advanced nursing practice specialty (which attests to 500 clinical hours).
- DNP Portfolio showing 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

Requirements for the **Post-Baccalaureate DNP Program:**

- 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 and/or reading tutorial.
- The Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) may be required. If required, one of these standardized tests must have been completed within the previous five years and the student must have achieved an acceptable score. GRE and MAT scores are used as part of the data in which admission decisions are made. The scores, however, are never the sole criteria for admission.
- For Barry alumni, the GRE or MAT 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 the GRE or MAT is required.
- For non-Barry alumni applicants, GRE or MAT 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 GRE or MAT. GPAs are not rounded.
- A B.S.N. from an accredited school, or a bachelor's degree in another field from a regionally accredited or internationally recognized school.
- 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.
- Current license to practice as a Registered Nurse (RN) in the State of Florida.
- A minimum of 1 year full-time clinical experience as a registered nurse within the last three years.
- Applicants to the DNP Family Nurse Practitioner specialization tract must provide evidence of current BLS certification.
- Applicants to the DNP Adult-Gerontology Acute Care Nurse Practitioner specialization tract must provide evidence of current BLS and ACLS certification.
- DNP Portfolio showing 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

Transfer of Credits

At the time of matriculation, and at the discretion of the program director, 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. Transfer credits will not be accepted in lieu of specialization courses. 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. In addition, students are required to attend the yearly Colloquium and the Sigma Theta Tau annual research conference.

In addition to these criteria, in the DNP program residency includes NUR 803 (Residency) which is one of 2 advanced practicum.

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) is unacceptable, and the student must repeat the course the next time it is offered, to progress in the program. 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 to progress.

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 if a final grade is not reported by the published date.

Progression Requirements

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.

Students who are enrolled in NUR 807: Capstone will receive grades of "IP" (In Progress) until they have completed the requirements for capstone project.

The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

Graduation Requirements

For the PhD, program completion requires a minimum of 45 credits with at least a 3.0 cumulative grade point average, and successful. All requirements for the PhD must be met within an eight-year time period.

For the post-master's DNP, program completion requires a minimum of 38 credits with at least a 3.0 cumulative grade point average and successful defense of the capstone project. All requirements for the post-master's DNP must be met within a five year time period.

For the post-baccalaureate DNP, program completion requires a minimum of 80 credits with at least a 3.0 cumulative grade point average and successful defense of the capstone project. All requirements for this program must be met within a six year 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 healthcare 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. 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.

Post-Master's Doctor of Nursing Practice (DNP)

The post-master's DNP program of study requires 38 credits hours beyond the master's degree in nursing. The program involves 4 semesters with 1 intersession over 4 full semesters. 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 (3 credits) *
 Global Leadership strategies (3 credits) * +
 Bioethics (3 credits) * +
 Residency (4 credits) *
 Capstone (4 credits) *

+Clinical (250 hours)

Total Clinical Hours: 500 hours

Total Credits: 38

Post-Baccalaureate Doctor of Nursing Practice (DNP)

The Post-Baccalaureate Doctorate in Nursing Practice (DNP) program is for individuals who currently hold a Bachelor of Science in Nursing (BSN) degree or who is currently a registered nurse with a bachelor's degree in another field. There are two specialization tracks: Adult-Gerontology Acute Care Nurse Practitioner and the Family Nurse Practitioner specialization tracks. Upon successful completion of the program the graduate will receive an MSN and a DNP degree.

Program of Study

Core Courses:

NUR 617/711	Role of the Advanced Practice Nurse/DNP	3
*NUR 601	Philosophical & Theoretical Bases of Nursing	3
*NUR 625	Evidence-based Inquiry	4
*NUR 679	Health Promotion and Disease Prevention	3
*NUR 721	Scientific Foundation for Doctoral Nursing Practice	3
*NUR 727	Healthcare Informatics for Doctoral Nursing Practice	3
*NUR 733	Translational Research for Doctoral Nursing Practice	4

*+NUR 741	Epidemiology and Biostatistics	3
*NUR 747	Evaluation Methods for Doctoral Nursing Practice	3
*NUR 751	Healthcare Economics for Doctoral Nursing Practice	3
*NUR 753	Capstone Seminar II	2
*+ NUR 742	Global Leadership strategies	3
*+ NUR 760	Bioethics	3
*NUR 803	Residency	4
*NUR 807	Capstone Seminar III	4

* Course requires prerequisites

+ Course taken with PhD students

Adult - Gerontology 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 665	Clinical Procedures for Adult - Gerontology Acute Care	5
+*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

*Specialization Courses

+ Clinical (125 hours / NUR 803: 250 hours)

Total Clinical Hours: 1000 hours

Total Credits: 80 credits

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

+ Clinical (125 hours / NUR 803: 250 hours)

Total Clinical Hours: 1000 hours

Total Credits: 80 credits

Course Descriptions— Human Sciences Nursing Prefix: HSN

Interdisciplinary Courses

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. (Special fee)

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) (Special fee)

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. (Special fee)

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. (Special fee)

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. (Special fee)

Nursing Prefix: 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 Division of Nursing. Prerequisite: Approval of instructor (For grade or CR/NC as agreed upon by the student and faculty member.) (Special fee)

Candidacy (CA) (3)

All required/core courses must be completed before the student is eligible to apply for candidacy. The Program Director must verify that all course and other requirements have been satisfied. (CR/NC only) (Special fee)

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. Corequisite: NUR 721 (Special fee)

714 Anthropology and Nursing (3)

The commonality and shared concerns of anthropology and nursing have been well recognized for the past fifty years or so. Cross Cultural Nursing focuses on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. It has also allowed us to integrate success procedures from other medical traditions into our biomedical system when it is beneficial to do so. This is a foundational course and presents concepts, theories and models of cross-cultural nursing practice. The diversity of our own culture today means we do not have to go far to meet patients with different concepts of illness, disease, and health. Anthropology offers methodological approaches to data analysis useful for nursing care in cross-cultural encounters of health delivery, diagnosis, and care. This course equips students with a basic model of human diversity and human universalities and presents measures and models for assessing the part that culture plays in health and disease. The aim is to explore meanings and expressions of health, illness, caring, healing, achieve culturally competent care practices, and establish models applicable to diverse populations. Prerequisite: HSN 703, 705, 706. (Special fee)

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 develop-

ment for doctoral nursing practice, and strategies for theory development and analysis will be discussed. Corequisite NUR 711. (Special fee).

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. (Special fee)

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 (Special fee)

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 executive leadership, education, research, and practice will be explored. Prerequisite NUR 711 & 721. (Special fee)

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 (Special fee)

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. Prerequisites NUR 711 & 721. (Special fee)

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. Prerequisites NUR 733. (Special fee).

741 Epidemiology & Biostatistics (3)

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. (Special fee)

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. (Special fee)

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 (Special fee)

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. Prerequisite NUR 737, 741. (Special fee).

750 Special Topics Advanced Inquiry (3)

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.) (Special fee)

751 Healthcare Economics (3)

This course will introduce the advance practice nurse to the economic principles that influence and direct the planning and implementation of health care services. The course will focus on how economics plays a crucial role in establishing clinical practice, determining budget and resource allocation, as well as set national and global health policies. Health care issues identified by the students will be examined in light of economic concepts and resources. Pre/corequisite NUR 741 & NUR 747 (Special fee)

753 Capstone Seminar II (2)

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/Corequisites NUR 747 & 751. (CR/NC only) (Special fee).

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. (Special fee)

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) (Special fee)

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) (Special fee)

803 Residency (4)

This course will focus on the integration of knowledge of nursing theory, informatics, translational research, epidemiologic trends, ethical/legal principles, outcome evaluations, healthcare 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. (CR/NC only) (Special fee)

807 Capstone Seminar III (4)

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) Prerequisite NUR 803. (CR/NC only) (Special fee).

DIVISION OF GRADUATE CLINICAL SCIENCES AND HEALTH MANAGEMENT PROGRAMS

The Division of Graduate Clinical Sciences and Health Management Programs is home to those programs that strive to positively influence healthcare practice and policy, while promoting social justice. These goals are achieved through multidisciplinary teaching and research that aim to shape future policy and care decisions. Emphasis is on knowledge acquisition, research, and collaborative service. In exchange, graduates are prepared as leaders who respond to the ever-changing healthcare environment. Included are: Anesthesiology (MS ((CRNA)) and DNP Completion Program for CRNAs), Health Services Administration, Occupational Therapy, and Public Health as a dual degree program with Health Services Administration.

MASTER OF SCIENCE PROGRAM IN ANESTHESIOLOGY

Lonar Anthony Umahay, Ph.D., C.R.N.A., Director and Assistant Professor of Anesthesiology

PROGRAM OVERVIEW

The Master of Science Program in Anesthesiology prepares registered nurses with a bachelor's degree, a strong science background, and critical nursing experience for an advanced nursing specialty in anesthesiology. In this 28-month technologically-enhanced and residency-designed program, students complete more than 760 hours of didactic or classroom instruction and 3,500 hours of clinical instruction at Barry's partner health care facilities in five clinical regions in Florida. Students graduate with the specialized knowledge, skills, and judgment needed to administer anesthesia in a variety of settings to patients of all ages after passing the National Certification Examination for Certified Registered Nurse Anesthetists (CRNA). 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.

MISSION AND PHILOSOPHY

This mission evolves from the University mission and supports the purpose of the Master of Science Program in Anesthesiology.

Our obligation to the graduates: To prepare them for full participation in the delivery of anesthesia care in concert with the physician and other resources of medical expertise. Graduates will be competent in independent judgment as professional nurses practicing within the field of anesthesiology.

Our responsibility to the community: To provide an educational program that will enable graduates to participate in meeting the health care needs of a diverse public in a competent, safe, and ethical manner.

Our obligation to the profession: To prepare graduates who will serve as valuable members in support of the goals of the American Association of Nurse Anesthetists (AANA) and the advancement of the profession of nurse anesthesia through scholarship and research-based practice.

The Faculty believes Nurse Anesthetists are specialists who provide a valuable role in the administration of anesthesia and patient care. The practice of anesthesiology by nurses is based upon scientific knowledge of the physiological, psychological and spiritual responses of a person to an altered state of health.

Every individual has the right to receive high quality health and anesthesia care that adheres to the recognized tenets of patient safety and respect.

Education is a life-long process. The education of nurses in the specialty of anesthesiology has both theoretical and practical components. The required body of knowledge incorporates biological, behavioral, and humanistic principals. Critical thinking, scientific inquiry, psychomotor dexterity and effective interpersonal skills that recognize multiculturalism characterize the practical component.

Graduate students are self-directed learners. Achievement of the behavioral objectives of the Program requires intense commitment, motivation, creativity and initiative. The student is responsible for his/her education and success in the Program.

The faculty serves as facilitators of learning, providing direction and support to students. Faculty is committed to the responsibilities of teaching, guidance and professionalism, and provides individualized instruction and counsel as needed. Techniques for facilitating learning vary with the topic and objectives.

PROGRAM GOALS

Upon successful completion of the Program, all graduates will be able to:

1. Create a practice environment that reduces risk and promotes safety for patients and practitioners (*Patient Safety*).
2. Utilize data from an individual's comprehensive health assessment to provide care throughout the perianesthetic continuum for patients of all ages and conditions (*Perianesthetic Management*).
3. Synthesize and apply knowledge, experiences, and the best available evidence as the basis for the delivery of anesthesia care (*Critical Thinking*).
4. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care and the practice of anesthesiology (*Communication*).
5. Engage in a professional practice that adheres to the concepts of integrity, ethics, life-long learning, and patient advocacy (*Professionalism*).

PROGRAM OBJECTIVES

The terminal objectives for the Program correlate with the five (5) domains essential to the practice of anesthesiology by nurses:

1. *Patient Safety*
2. *Perianesthetic Management*
3. *Critical Thinking*
4. *Communication*
5. *Professionalism*

Upon completion of the didactic and clinical components of the Program, the graduate shall have acquired knowledge, skills and competence in these domains, as evidenced by the ability to:

1. Create and employ strategies that protect the patient from harm, promote a safe perianesthetic environment and support practitioner wellness (*Patient Safety*).
2. Perform a complete and accurate pre-anesthetic evaluation utilizing all available data (*Perianesthetic Management, Critical Thinking*).
3. Formulate a comprehensive anesthetic care plan, write appropriate preoperative orders and request additional consultation as needed (*Perianesthetic Management, Critical Thinking*).
4. Integrate current science and clinical judgment in administering physiologically sound anesthesia for a diverse patient population, regardless of age or condition (*Perianesthetic Management, Critical Thinking*).
5. Forecast, recognize and manage actual and/or potential pre-, intra-, and postoperative anesthetic-related complications (*Safety, Perianesthetic Management, Critical Thinking*).

6. Demonstrate proficiency in the advanced technical skills required for the contemporary practice of nurse anesthesia (*Perianesthetic Management*).
7. Function as a leader and resource person in the areas of acute care, resuscitation, airway and ventilation management, and fluid management (*Critical thinking, Communication, Professionalism*).
8. Engage in the full scope of practice of a certified registered nurse anesthetist, accepting responsibility and accountability for personal and professional behaviors (*Professionalism*).
9. Demonstrate cultural competence by integrating an understanding of universal and singular human experiences into the clinical practice of anesthesiology (*Critical Thinking, Communication, Professionalism*).
10. Demonstrate leadership in the anesthesiology community through commitment and active involvement in local, state and national professional organizations (*Professionalism*).
11. Demonstrate technology skills to enhance overall lifelong learning through literature and web searches related to health care and anesthesiology (*Communication, Professionalism*).
12. Present research and scholarly work to the community of peers (*Critical Thinking, Communication, Professionalism*).
13. Demonstrate competence in both advanced cardiac life support (ACLS) and pediatric advanced life support (PALS) through certification (*Safety, Perianesthetic Management, Critical Thinking*).
14. Actively seek opportunities to improve health and anesthesia care locally and globally through the use of quality improvement and error reduction activities across disciplines (*Safety, Perianesthetic Management, Critical Thinking, Communication, Professionalism*).

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 recommended.
- 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, as determined by the Admissions Committee, 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.
- Successful completion (grade B 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 beginning the Program. Organic chemistry or bio-chemistry is strongly preferred. In addition, one previous additional science/mathematics course (examples include: anatomy, 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 required to arrange an observation of and discussion with a Certified Registered Nurse Anesthetist, and document this observation.
- 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, comply with criteria for nursing licensure, and adhere 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.

At the time of application, all applicants will be made aware of the capabilities required to become a Certified Registered Nurse Anesthetist (CRNA) and will be provided with the list of Core Performance Standards for admission, progression, and graduation from the Program. When applying to the Program, all applicants must declare that they are unaware of any deficits which would prevent them from functioning as a CRNA. The Core Performance Standards address the following required capabilities: the ability to observe and communicate; physical capabilities and motor skills; cognitive skills and intellectual capacities; decision-making skills; and behavioral and social attributes.

Applicants who wish to defer an invitation for admission or withdraw from the program and desire readmission 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.

ADMISSIONS PROCESS

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.

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. The Admissions Committee will rank all applicants as Accepted, Provisionally Accepted, or Not Accepted.

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.*

CURRICULUM DESCRIPTION

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 54-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.

COURSE SEQUENCE

SEMESTER I

ANE	500A	Basic Principles of Anesthesia	3
ANE	510	Pharmacology I	3
ANE	520	Pathophysiology I	3
ANE	525A	Professional Aspects of Anesthesiology*	1
ANE	535	Clinical Practicum I	1
ANE	560	Chemistry & Physics for Anesthesia*	3
			14

SEMESTER II

ANE	545A	Advanced Principles of Anesthesia: Obstetrics	2
ANE	555A	Pharmacology II	3
ANE	565A	Pathophysiology II	3
ANE	570A	Regional Anesthesia and Pain Management	2
ANE	575	Clinical Practicum II	1
ANE	627A	Advanced Research and Evidence Based Practice*	3
			14

SEMESTER III

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

SEMESTER IV

ANE	540A	Principles of Anesthesia III: Pediatric	2
ANE	550A	Advanced Principles of Anesthesia: Specialty Care	1
ANE	605	Clinical Practicum IV	1
NUR	678	Advanced Health Assessment and Differential Diagnosis	3
			7

SEMESTER V			sem. hrs.
ANE	600A	Leadership and Health Care Systems	3
ANE	630	Clinical Practicum V	1
			4
SEMESTER VI			sem. hrs.
ANE	650	Anesthesia Seminar I	2
ANE	660	Clinical Practicum VI	1
			3
SEMESTER VII			sem. hrs.
ANE	670	Anesthesia Seminar II	2
ANE	680	Clinical Practicum VII	1
CMP	699	Comprehensive Exam	0
			3

Total Semester Hours: **54**

*Can be taken in the Head-Start Plan once a student is admitted to the Program.

PROGRESSION REQUIREMENTS

- Students may not earn more than seven (7) semester credit hours of "C" grade, or no more than two (2) semester credit hours of "C" in clinical practicum courses I through IV. Students in either of these situations will not be permitted to progress into the next semesters and will be dismissed.
- Students must earn a grade of "B" or higher in clinical practicum courses during semesters V, VI, and VII. Students who fail to meet this requirement will be dismissed.
- Students must maintain a minimum semester or cumulative GPA of 3.0. A student who falls below a semester GPA of 3.0 will be placed on academic probation and must attain a cumulative GPA above a 3.0 by the completion of the next semester. Students who fail to meet this requirement will be dismissed.
- Students may not progress in the Program while on a Medical Leave of Absence.
- Students who request and are granted an 'Incomplete' in a clinical practicum course must begin and complete the course in the next semester. Students who are unable to meet this requirement may not progress and will be dismissed.
- Students may not begin a new semester with a grade of 'Incomplete' in a didactic course from the previous semester.
- Receipt of a failing grade is cause for dismissal from the Program.
- The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

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, or 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.

TRANSFER CREDITS

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.

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.

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.

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. (Special Fee)

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. (Special Fee)

600A Leadership and Healthcare Systems (3)

Study/survey of theory and current research in leadership, communication and change as it relates to the practice of anesthesiology. Includes an overview of components of the US and other healthcare systems and current sociopolitical influences on practice.

605 Clinical Practicum IV (1)

Advanced clinical anesthesia practice including complex cases across the age continuum. (Special Fee)

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 Practicums I-IV in order to anticipate any special needs for patients in all clinical settings, including postoperative 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.

678 Advanced Health Assessment & Differential Diagnosis (3)

This is a core course for students in the nurse practitioner and nursing education specialization tracks. 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.

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.

DOCTOR OF NURSING PRACTICE, WITH A SPECIALIZATION IN ANESTHESIOLOGY PROGRAM

PROGRAM OVERVIEW

The Doctor of Nursing Practice (DNP) with a specialization in Anesthesiology Program is a practice-focused doctoral program for Certified Registered Nurse Anesthetists (CRNAs) holding a master's degree or higher. This program focuses specifically on nurse anesthesia and consists of web-mediated courses that provide opportunities for synchronous and asynchronous learning. The curriculum builds upon the scientific, management, and leadership knowledge and skills gained during the master's degree in nurse anesthesia education as well as the professional practice experience gained as a CRNA. It prepares nurse anesthetists to acquire advanced clinical, organizational, financial, and leadership knowledge to design and implement programs of care delivery which significantly impact health care outcomes. 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.

PROGRAM GOALS

At the completion of the DNP Program with an Anesthesiology Specialization, graduates will:

1. Be able to provide healthcare services to increasingly complex patients by integrating multiple knowledge bases and methods to develop comprehensive high level advanced practice nursing care.
2. Be able to serve as leaders who will improve the quality and safety of care, patient outcomes, and health policies that impact the health of society.
3. Be rooted in the critical appraisal and application of evidence-based methods in clinical practice.

PROGRAM OBJECTIVES

The specific objectives for the specialization correlate with the eight (8) domains required to be addressed by the Council on Accreditation for Nurse Anesthesia Educational Programs:

1. Biological Systems, Homeostasis and Pathogenesis
2. Professional Role
3. Healthcare Improvement and Risk Reduction
4. Practice Inquiry
5. Technology and Informatics
6. Public and Social Policy
7. Health Systems Management
8. Ethics

Upon completion of the specialization program, the graduate shall have acquired knowledge, skills and competence in these domains, as evidenced by the ability to:

1. Synthesize, integrate, and apply knowledge from the arts and sciences with clinical expertise to promote best practices in the delivery of anesthesia and healthcare services to diverse populations. (*Biological Systems; Healthcare Improvement/Risk Reduction; Practice Inquiry; Ethics*)
2. Translate theory and research evidence to reduce risk, promote safety, and enhance quality in clinical practice. (*Healthcare Improvement/Risk Reduction; Practice Inquiry*)
3. Assume leadership roles in clinical practice, health policy, clinical education and health care systems organizations. (*Professional Role; Health Systems Management*)
4. Employ effective communication and interdisciplinary collaboration skills to solve complex problems, facilitates change, and promote improved quality of care in organizations. (*Professional Role; Healthcare Improvement/Risk Reduction*)
5. Advocate for changes in healthcare policy formation, financing, regulation, and practice to remediate health disparities locally and globally. (*Healthcare Improvement/Risk Reduction; Public and Social Policy; Ethics*)
6. Demonstrate information and data literacy to manage complex health care decisions. (*Biological Systems; Technology/Informatics; Health Systems Management*)
7. Engage in scholarship and dissemination of new findings through professional activities and life-long learning opportunities. (*Professional Role; Practice Inquiry*)
8. Demonstrate mastery of knowledge and technical skills relevant to an area of advanced anesthesia practice. (*Biological Systems; Healthcare Improvement/Risk Reduction; Practice Inquiry*)
9. Recognize, analyze, and debate resolutions to the bioethical, social, and legal dilemmas inherent in healthcare practice, research, and policy. (*Healthcare Improvement/Risk Reduction; Practice Inquiry; Public and Social Policy; Ethics*)

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 DNP with a specialization in Anesthesiology application form and applicable fee;
- Graduation from a nurse anesthesia education program accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs;
- A master's degree or higher from a regionally accredited or internationally recognized university;
- A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale in graduate study. GPAs are not rounded;
- Verification of CRNA certification and recertification;
- Verification of current RN/APRN license;
- Two letters of recommendation - one from your current supervisor addressing competence in an area of practice and one from an educator addressing potential for academic success;
- Copy of your CV/resume;
- Essays:
 - a clear statement of your goals and expectations for entering the DNP program;
 - your vision as to how practice-focused doctoral education will impact your practice as a CRNA;
 - how your previous life and/or work experience will contribute to your success as a DNP student;
 - a discussion of the capstone project that you wish to develop.
- Access to a computer with high-speed Internet connection, which meets the minimum specifications set by the Anesthesiology Program for your entering semester. Upon entry to the program, it is expected that you will have prerequisite computer skills in Microsoft Office, use of email, and the ability to use the internet.
- An interview (by invitation) with the Anesthesiology Admissions Committee in person or via a web-based meeting.

APPLICATION PROCESS

A complete application, including all documents and applicable fees, must be received by the Health Sciences Admissions Office by May 1st for admission to the Program at the start of the fall semester. Applications received after May 1st will be considered on a space available basis. Only those candidates with a complete application package on file, which includes all required documentation as noted above, will be considered for admission.

CURRICULUM

The DNP with a specialization in Anesthesiology Program is a sequential locked-step curriculum beginning in the fall semester of each year. The program consists of 36 to 37 credit-hours delivered over a two-year, part-time course of study. Coursework is completed via a hybrid platform of on-campus and off-campus sessions. On-campus sessions will be conducted three days each year during the fall semester at the Hollywood, Florida site, located at 421 N. 21st Avenue, Hollywood, FL 33020. Off-campus sessions will be conducted via on-line classes using distance learning technology as well as synchronous web-conferences.

In addition, completion of individually-designed clinical practicum is required, which can be completed in the state in which the student resides or is employed. During the last semester, the student must also successfully complete and present a Capstone Project which demonstrates the synthesis of concepts and skills learned while enrolled in the program.

COURSE SEQUENCE

SEMESTER I (FALL)

NUR 678	Advanced Health Assessment & Differential Diagnosis	3
NUR 711	Role of the DNP	2
NUR 721	Scientific Foundations of DNP	3

SEMESTER II (SPRING)

ANE 706	Leadership, Policy & Interdisciplinary Collaboration	3
HSA 535	Applied Biostatistics	3

SEMESTER III (SUMMER)

NUR 733	Translational Research for DNP	4
HSA 530	Healthcare Law & Bioethics	3

SEMESTER IV (FALL)

ANE 712	Finance and Business Management in Anesthesia Practice	3
ANE 716	Advances in Anesthesia Practice	2
NUR 737	Capstone Seminar I	1

SEMESTER V (SPRING)

ANE 724	Perioperative Safety, Risk Reduction, & Outcomes Assessment	3
NUR 727	Healthcare Informatics for DNP	3
NUR 753	Capstone Seminar II	2

SEMESTER VI (SUMMER)

ANE 750	Capstone Seminar III	1-2
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Total Semester Hours		36-37
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GRADING POLICY

The grading policy for students in the DNP Program with a Specialization in Anesthesiology will be as follows:

- A 90%-100%
- B 80%-89%
- C 70%-79%
- F 0%-69%
- I Incomplete
- IP In Progress

Receipt of a failing grade is cause for dismissal from the Program.

An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an 'F' if assignments are not completed.

PROGRESSION REQUIREMENTS

- Doctoral students must obtain a grade of at least 'B' in all courses and maintain a cumulative GPA of 3.0 on a 4.0 point scale to progress in the DNP Program.
- Any student who receives a 'C' in a course will be required to repeat the course.
- Any student who receives an 'F' in a course will be dismissed from the DNP Program.
- An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an 'F' if assignments are not completed.
- A student must successfully complete a semester to progress to the next semester.
- A student enrolled in ANE 750 *Capstone Seminar III* who does not complete the seminar requirements by the end of Semester VI will get an 'IP' grade. The student will be required to enroll in a one-credit course each additional semester until completion of the Capstone Project.
- The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

GRADUATION REQUIREMENTS

Satisfactory completion of all courses and successful defense of the capstone project is necessary for the student to graduate. In addition, a student must have completed all course work with a minimum cumulative GPA of 3.0 on a 4.0 point scale. All requirements for the post-master's DNP must be met within a five year time period from matriculation.

TRANSFER 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 courses were taken. If the courses are appropriate to the program and have been taken within five years of matriculation, the Program Director may approve the transfer of credits.

Course Descriptions Prefix: ANE

706 Leadership, Policy & Interdisciplinary Collaboration (3)

Study of the use of select leadership skills in the administration of healthcare organizations. 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 to foster development of negotiation skills. The course will also integrate the conceptual methodologies underlying health care policy development and implementation. Students will gain the skills necessary to analyze, synthesize, and enact healthcare policy in organizations and wider public venues.

712 Finance and Business Management in Anesthesia Practice (3)

This course builds upon an understanding of leadership and health organizational structure to examine the financial and business aspects of healthcare practice as they relate to the delivery of anesthesia services and social justice. Exploration of basic economic theory, healthcare financing and reimbursement, cost/benefit analysis, and entrepreneurship.

716 Advances in Anesthesia Practice (2)

An in-depth study of select evolving clinical anesthesia practices. Focus will include the diagnosis, treatment and management of acute and chronic pain with an emphasis on interventional pain management and the use of imaging. A comprehensive overview of adult and pediatric advanced airway management techniques will also be presented. This course will require students to analyze the current available science on the assigned topics and develop practice patterns that are evidence-based.

724 Perioperative Safety, Risk Reduction, & Outcomes Assessment (3)

This course explores the theoretical and practical foundation of medical errors, patient safety, perioperative risk reduction, and quality improvement. A comprehensive overview of the human factors involved in errors, crew resource management techniques, simulation, and the impact of team performance on safety is presented. This course will also integrate the theories, methods, and statistical tools underlying the quality improvement process. Students will gain the skills needed to design, implement and evaluate evidence-based practices that reduce risk and promote safety in their areas of practice.

750 Capstone Seminar III (1-2)

Completion and formal presentation of the scholarly project begun in Capstone Seminars I and II that demonstrates synthesis of the student's work. The project will require students to engage in scholarly inquiry to analyze, evaluate, and/or transform a relevant aspect of nurse anesthesia clinical practice.

Prefix: HSA

530 Healthcare Law & Ethics (3)

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. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative and corporate law/governance pertaining to health services.

535 Applied Biostatistics (3)

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as basic research methodology theory applied to Public Health and Health Services. Theoretical concepts, as well as the descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services are also included.

Prefix: NUR

678 Advanced Health Assessment & Differential Diagnosis (3)

This is a core course for students in the nurse practitioner and nursing education specialization tracks. 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, advances pharmacology, and the domains and competencies common to the advanced practice roles.

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.

721 Scientific Foundations of 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.

727 Healthcare Informatics for Doctoral Nursing Practice (3)

This course will provide a knowledge and skills based 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 executive leadership, education, research, and practice will be explored.

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.

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.

753 Capstone Seminar II (2)

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.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Belkis Landa-Gonzalez, Ed.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, developmental or psychological conditions, need specialized assistance in learning skills that would enable them to care for themselves, work and participate in play or leisure. 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 a few full-time 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 M.S. degree was established in 2000. The program offers a rigorous yet flexible curriculum designed to prepare rehabilitation professionals that would assume leadership roles in a multicultural community. The program is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE).

PROGRAM MISSION

The mission of the occupational therapy program is to make quality entry-level master's education accessible to working adult students from diverse cultural and experiential backgrounds. We challenge ourselves to prepare graduates who:

- Value occupation as the means and end goal of client centered practice;
- practice competently through the use of theory and evidence-based principles in both traditional and innovative community settings;
- model the ethical principles and professional behaviors espoused by the university and the profession;
- assume leadership roles in serving their facilities and communities.

CURRICULUM STRUCTURE

Classes in the program are scheduled two weekends per month year round. The program integrates face to face with distance education. The curriculum is organized in two sequences of courses, the Clinical Foundations and the Advanced Professional Skills. The Clinical Foundations sequence comprises three semesters of clinical coursework and a full-time 12-week fieldwork placement. The clinical foundation courses must be taken in sequence. They are followed by the Advanced Professional Skills sequence, which includes three semesters of coursework in advanced topics, leadership and research, and a full- or part-time fieldwork placement or a 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 the program for the Advanced Professional Skills sequence, and may complete the program in 13 months. All students are required to submit a graduate project that synthesizes their educational and clinical experience.

EDUCATIONAL OUTCOMES

At the completion of the Occupational Therapy Program, students are expected to demonstrate the following entry level knowledge and professional skills:

A. Evaluation

Appraise and administer standardized and non-standardized assessments to determine the needs and priorities for intervention with multicultural clients.

B. Planning

Apply clinical reasoning to formulate intervention plans and goals based on theory and current research in traditional and non-traditional/innovative settings.

C. Intervention

Select, grade, and apply methods and activities that are occupation-based and address client centered occupational dysfunction across the lifespan.

D. Professionalism

Demonstrate ethical behaviors, cultural competency and attitudes that evidence good moral character and advance the values of the profession and lifelong learning.

E. Leadership

Assume leadership and managerial skills for effective service delivery.

F. Evidence-Based Practice

Develop and implement a scholarly project and demonstrate critical reasoning at the novice-intermediate level when appraising the research literature and making clinical decisions.

ADMISSION REQUIREMENTS

A maximum of 40 students are typically admitted to the Occupational Therapy Program each Fall. Application materials and instructions may be obtained online or by contacting the program office. The deadline for submission of applications is April 1st.

Applicants who are not certified 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
- **3.2 cumulative college G.P.A.** including all institutions attended (exceptions may be made for individuals with significant experience in health-related disciplines)
- **Prerequisite courses:**
 - (3 credits) Human Anatomy or Anatomy and Physiology I
 - (3 credits) Human Physiology or Anatomy and Physiology II
 - (3 credits) Kinesiology (taken within the last 5 years)
 - (3 credits) Sociology or Anthropology
 - (3 credits) Psychology (Developmental or Abnormal)
- ***** All prerequisite courses must have a grade of "B" or above to be accepted.**
- **Two professional recommendations from employers or professors (using Barry form)**
- **Documented observation or volunteer work in an occupational therapy clinic (40 hours minimum) signed by an occupational therapist**
- **Statement of purpose**
- **GRE examination report**
- **An interview may be required**

International students must also submit scores from the Test of English as a Foreign Language (TOEFL) of 79 or higher for the internet-based test (IBT).

Applicants who have bachelor's degrees in occupational therapy must meet the following admission criteria for entrance in the Advanced curriculum track:

- **Certification to practice as an OTR in the US**
- **3.2 cumulative college G.P.A.**
- **Two professional recommendations from employers or professors (using Barry form)**

Note: Admission to a previous matriculating year does not guarantee admission to the new academic year. Those applicants who defer admission will be considered for admission along with the applicant pool for the new year. Additional prerequisites may apply to update the application.

All application materials including statement of purpose, transcripts and references must be received by the deadline of April 1st. Application is encouraged early!

Admission is on a competitive basis for a limited number of positions. As a result, meeting the minimum requirements does not guarantee acceptance.

TRANSFER OF CREDITS

The Program's sequential design prevents transfer of credits from coursework outside of the curriculum. Only 6 credits of graduate work from another occupational therapy program may be evaluated for transfer equivalence. No credit is awarded for work experience.

PROGRESSION REQUIREMENTS

A graduate student is in good academic standing if his/her cumulative grade point average (GPA) is 3.0 or above. Occupational therapy students are placed on academic probation 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 not earn more than 12 credits of "C" grade or no more than 3 "C"s in the foundation courses.
- * Students who receive an "Incomplete" grade in a foundation sequence course must complete the requirement by the start of the following semester.
- * In addition, students must achieve an 80% or higher total score and 70% or higher in all subscores in the Comprehensive Examination (COMPs exam) administered prior to the first level II fieldwork placement. One opportunity for remediation must be completed successfully.

Students dismissed from the program may petition the Program Director in writing to repeat a failed course the following year.

If readmission into the program is granted, the student will be considered on academic probation until the repeated course is completed in the program with a grade of B or above. If the student fails to achieve a grade of B or better in that course after one repeat attempt, the student is considered to have failed the conditions for reinstatement and will be permanently suspended from the program.

- * Only one repeat attempt is granted for fieldwork level II. If a student fails a repeated fieldwork experience, he will be dismissed from the program. A student who is on academic probation must pass the fieldwork experience in order to progress in the program.
- * Students enrolled in OTR 660: Graduate Project must show continuous enrollment for at least 1 credit until they have completed the requirement. They will receive a grade of "IP" (in progress) until a final graduate project is completed and accepted.

GRADUATION REQUIREMENTS

Satisfactory completion of all courses, fieldwork experiences and graduate project with a cumulative GPA of 3.0 or higher is required for graduation. To qualify for the Master of Science in Occupational Therapy, entry-level students must complete a minimum of 74 credits of required coursework, in the curriculum sequence. OTRs must complete a minimum of 35-credits in the Advanced Professional Skills sequence. Course requirements are individualized for OTRs through meetings with the Program Director and faculty mentors.

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 (CR/NC) basis.

Students enrolled in OTR 660: Graduate Project will receive an IP (in progress) grade until the graduate project is completed.

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 experiences is to expose students to the values and traditions of occupational therapy practice, and provide opportunities to build skills in observation, activity analysis, and clinical reasoning for assessment and intervention in traditional and non-traditional/innovative settings. The program's Academic Fieldwork Coordinator (AFWC) 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 AFWC in collaboration with the student. Entry-level students are required to complete a full-time 12 weeks Level II placement in a general rehabilitation setting during the fourth semester of the program (Fall) – 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 interest is scheduled during the last semester of the program (Spring). All Level II Fieldwork must be successfully completed within 24 months after academic coursework is completed.

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 during the first Fall semester. Students are responsible for notifying the program about current health information. Failure to meet this requirement will result in withdrawal from the program.

A drug screening and level II criminal background check must be completed within the first semester of the Occupational Therapy Program, before students may participate in any 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. **Further information about these requirements is provided during orientation.**

Fieldwork centers also require evidence of training in health and safety topics including HIV/infection control, CPR and HIPPA regulations. Occupational therapy students receive initial CPR certification and training in these areas during the first year of the curriculum.

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 educational expenses. 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 may apply for competitive scholarships offered by the American Occupational Therapy Foundation (AOTF).

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 class weekend is very intensive, occupational therapy students are expected to be prepared for each weekend, participate actively in class and field experiences, avoid missing class time, and manage absences in a professional manner. Make-up assignments are required for all time missed. If a student misses more than two days of class (equivalent to two weeks in a traditional program), he or she must meet with the Program Director, and the student may be required to withdraw from the program.

Professional Behavior

All aspects of the Program's and 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 and confidentiality of patient information. In addition, all students are expected to follow the Program's dress code guidelines.

Computer Access

Access to and competency in basic use of a computer is a requirement for all students to complete the Occupational Therapy Program successfully. Students are expected to have a computer, web cam and maintain current Microsoft Office software and an Internet connection at home. The program incorporates a blended instructional format which includes distance education. Some class modules are offered on-line only and assignments require computer use. In addition, official program correspondence is often sent between weekend sessions via e-mail and blackboard system. Students may use computers while on campus in the computer lab and library.

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, suite 200, Bethesda, MD 20814-3449. The AOTA's telephone number is (301) 652-AOTA.

After successful completion of the Masters 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 (NBCOT). 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). **An individual who has been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional.**

SAMPLE COURSE SEQUENCE**Summer Semester (3 credits) Prerequisite**

OTR	247	Kinesiology for Health Science Majors (if needed)	3
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Clinical Foundations Courses**Fall Semester (11 credits)**

OTR	500	Principles of Occupational Therapy (on-line)	1
OTR	510	Neuroscience Fundamentals for Occupational Therapy	2
OTR	512	Conditions in Childhood (on-line)	2
OTR	514	Evaluation with Children	3
OTR	516	Development and Intervention in Childhood	3

Spring Semester (10 credits)

OTR	522	Conditions in Adulthood (on-line)	2
OTR	524	Evaluation with Adults	3
OTR	526	Activities of Daily Living: Strategies for Special Needs	2
OTR	528	Development and Intervention with Adults	3

Summer Semester (10 credits)

OTR	530	Conditions in Later Life (on-line)	2
OTR	532	Evaluation with Older Adults	3
OTR	534	Development and Intervention in Later Life	3
OTR	536	Clinical Practicum and Seminar	2

Fall Semester (6 credits)

OTR	595	Level II Fieldwork in General Rehabilitation	6
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Advanced Professional Skills Courses**Spring Semester (10 credits)**

OTR	610	Advanced Neuroscience for Occupational Therapy	2
		or	
OTR	650	Special Topics II	2
OTR	615	Cognition and Occupation	2
OTR	620	Special Topics I	2
OTR	630	Introduction to Clinical Research	4

Summer Semester (10 credits)

OTR	635	Advanced Clinical Reasoning	4
OTR	640	Assistive Technology	2
OTR	650	Special Topics II	2
OTR	660	Graduate Project	2

Fall Semester (11 credits)

OTR	660	Graduate Project	1
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 (5-7 credits)

OTR	660	Graduate Project	1
OTR	695	Level II Fieldwork in Special Interest Area (entry-level students)	6
		or	
OTR	699	Advanced Practicum (OTRs)	4

Total Credits for Graduation:

Entry level students	74-5
Occupational therapists	35-36

SAMPLE SCHEDULE OF WEEKEND COURSES**Summer Prerequisite Course (if needed)**

Summer Semester 2011
May to August (8 weekends)
Saturday or Sunday 9:00 a.m. to 12:00 p.m.

Clinical Foundations Courses

Fall Semester 2013
Sept to December (9 weekends)
Saturday & Sunday 9:00 to 5:30 p.m.
+36 hrs Level I Fieldwork
Spring Semester 2014
January to April (9 weekends)
Saturday and Sunday 9:00 a.m. to 5:30 p.m.
+ 36 hrs Level I Fieldwork
Summer Semester 2014
May to August (8 weekends)
Saturday and Sunday 9:00 a.m. to 5:30 p.m.
+ 36 hrs Level I Fieldwork
Fall Semester 2014
12 weeks full-time Level II Fieldwork

Advanced Professional Courses

Spring Semester 2015
January to April (9 weekends)
Saturday and Sunday 9:00 a.m. to 5:30 p.m.
+ 36 hours practicum
Summer Semester 2015
May to August (8 weekends)
Saturday and Sunday 9:00 a.m. to 5:30 p.m.
+ 36 hours practicum
Graduate project (independent study)

Fall Semester 2015

August to December (9 weekends)
 Saturday and Sunday 9:00 a.m. to 5:30 p.m.
 + 36 hours practicum
 Graduate project (independent study)

Spring Semester 2016

12 weeks full-time Level II Fieldwork
 (entry-level students only)
 or
 Advanced Practicum full or part-time
 (OTRs only)
 Graduate project (independent study)

Course Descriptions— Occupational Therapy Prefix: OTR

500 Principles of Occupational Therapy (1)

An introduction to the scope of practice, history, philosophy, terminology, and process of occupational therapy. Instruction and practice with analytical thinking and basic computer skills for occupational therapy students.

510 Neuroscience Fundamentals for Occupational Therapy (2)

This course examines the gross anatomy, fundamental elements and processes of the nervous system from a clinician's perspective. It provides an overview of the sensory and the motor control systems.

512 Conditions in Childhood (2)

Study of the conditions affecting occupational performance in childhood and adolescence. Examination of the effects of health, disability, disease processes, and traumatic injury on the child and adolescents within the context of the family, culture, school and society. Corequisites: OTR 514, 516

514 Evaluation with Children (3)

A survey of selected theoretical frames of reference, occupational therapy evaluation tools and assessment methods used in intervention planning with children and adolescents. Corequisites: OTR 512, 516

516 Development and Intervention in Childhood (3)

An examination of the developmental stages and milestones, occupational roles and activity patterns of childhood and adolescence. Selection, analysis and implementation of therapeutic methods for intervention with children and teens. Course includes a Level I fieldwork in a pediatric setting. Corequisites: OTR 512, 514

522 Conditions in Adulthood (2)

Study of the conditions affecting occupational performance in young and middle age adults. Examination of the effects of health, disability, disease process and traumatic injury on the individual within the context

of the family, culture, work, home and society. Prerequisites: OTR 500-516. Corequisites: OTR 524, 528

524 Evaluation with Adults (3)

Survey of selected theoretical frames of reference, models of practice, and occupational therapy evaluation tools and assessment methods used in the physical and psychosocial rehabilitation of young and middle age adults. Prerequisite: Completion of OTR 500-516. Corequisites: OTR 522, 526, 528

526 Activities of Daily Living: Strategies for Special Needs (2)

An introduction to the assessment and training techniques for self-care, splinting and mobility skills as a multidisciplinary process of interaction between the individual, its occupation and the environment. Emphasis is placed on adapted techniques and equipment for ADL evaluation and intervention throughout the lifespan. Prerequisites: OTR 500-516. Corequisites: OTR 522, 524, 528

528 Development and Intervention in Adulthood (3)

Review of the developmental stages, milestones, occupational roles and activity patterns of later adolescence through middle adulthood. Selection, analysis and implementation of therapeutic methods for intervention with adults. Course includes a Level I fieldwork experience in a non-traditional adult setting. Prerequisites: OTR 500-516. Corequisites: OTR 522, 524, 526

530 Conditions in Later Life (2)

Study of the conditions affecting occupational performance in later life. Examination of the effects of health, disability, disease processes, and traumatic injury on the older adult within the context of family, culture and society. Prerequisite: Completion of OTR 500-528. Corequisites: OTR 532, 534

532 Evaluation with Older Adults (3)

Survey of the occupational therapy evaluation process, assessment tools, theoretical frames of reference, models of practice and clinical reasoning for intervention planning with older adults. Prerequisite: Completion of OTR 500-528. Corequisites: OTR 530, 534

534 Development and Intervention in Later Life (3)

An examination of the developmental stages and milestones, occupational roles and activity patterns of older adulthood. Clinical reasoning for the selection and implementation of intervention methods used in promoting occupational performance with older adults. Course includes a level I fieldwork in a geriatric setting. Prerequisite: Completion of OTR 500-528. Corequisites: OTR 530, 532

536 Clinical Practicum and Seminar (2)

A synthesis of the clinical foundation courses. It includes reflections on Level I Fieldwork experiences, appraisal of learning styles, cultural competence, professional behaviors, and the clinical reasoning skills for client centered assessment and intervention required in preparation for Level II Fieldwork. Course includes initial CPR certification and COMPs examination. Prerequisites: OTR 500-528. Corequisites: OTR 530-534

595 Level II Fieldwork in General Rehabilitation (Adults) (6)

A full-time 12 week placement in a general traditional adult rehabilitation clinical setting, for entry level students. It is designed to develop competent, entry-level skills for practice as a generalist occupational therapist. Prerequisite: Successful completion of OTR 500-536 and approval of Program Director. CR/NC only.

610 Advanced Neuroscience of Occupational Therapy (2)

This course presents current research on how the central nervous system works, with implications for occupational performance and neuro-rehabilitation. Topics include arousal and motivation, motor control, learning, memory and emotions. Prerequisite: OTR 595: Level II Fieldwork or NBCOT certification as an occupational therapist.

615 Cognition and Occupation (2)

This course provides a comprehensive view of cognitive rehabilitation in occupational therapy from a 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.

630 Introduction to Clinical Research (4)

Overview of the research process, quantitative and qualitative methodology and basic descriptive and correlational statistical analysis used in clinical research. The course includes practical experience with proposal development, data collection and analysis techniques. Course includes 36 hours practicum. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

635 Advanced Clinical Reasoning (4)

This course integrates the application of evidence-based practice models and critical thinking to the development of clinical reasoning for occupational therapy. It includes a Practicum experience. Prerequisites: OTR

595 Level II Fieldwork or NBCOT certification as an OTR and OTR 630

640 Assistive Technology (2)

An examination of the occupational therapy process for assessment, funding, prescription and evaluation of the outcomes of assistive technology across the lifespan. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an OTR

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.

659 Advanced Independent Study (3-6)

Tutorial study with a faculty mentor in an area of specialization. Weekly discussions, assignments and examinations arranged with instructor.

660 Graduate Project (4)

This is an independent study course that integrates research, clinical reasoning and professional knowledge for the development of a supervised 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, clinical education or research. Prerequisite: OTR 630 & OTR 635 or approval of Program Director.

670 Legal & Ethical Issues in Occupational Therapy (2)

This course provides an introduction to healthcare law, health policy, professional statutes, ethical responsibilities and conduct expected of the occupational therapist. It includes discussion on legal and ethical dilemmas faced by occupational therapists and the principles that guide decision-making and action. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an OTR

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 the transition from the classroom to professional life. Issues relevant to the practice of occupational therapy including preparing for the certification examination, applying for licensure, independent contract, international practice and participation in professional organizations are discussed. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

685 Leadership and Management in Occupational Therapy (4)

A survey of leadership theories, styles, skills and administrative functions of the occupational therapy manager. Includes Practicum experience. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an OTR

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 610-685, 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. Prerequisite: Completion of OTR 610-685, NBCOT certification as an occupational therapist, and approval of the Program Director. CR/NC only.

MASTER OF SCIENCE PROGRAM IN HEALTH SERVICES ADMINISTRATION (M.S./H.S.A.)

Evelio Velis, M.D., Ph.D., Program Director

PROGRAM OVERVIEW

The Master of Science in Health Services Administration program (M.S./H.S.A.) has been designed to meet the societal need for professionals in the health-care industry to serve in a variety of leadership roles for organizations that provide health services. The program prepares students to critically evaluate and apply theory and research in all specialty areas of healthcare and administration into their professional work. Graduates are taught to become informed, responsible, and ethical leaders in the community.

Health care administrators are responsible for daily operations, strategic planning, decision making, policy development, and the administrative functions of an organization. They contribute to the success of an organization and positive outcomes for the communities they serve.

Continued growth is projected for the employment of health care administrators, partly because of the aging population in America and the rising demand for health services. This will support the need for transformational leaders in acute care settings, long term care practices, home health care, managed care organizations, and health care practitioner group practices.

Students in the M.S./H.S.A. program are encouraged to explore the complex issues surrounding healthcare in a pluralistic society, applied ethics, and multicultural health. Students are provided with many opportunities

to develop analytical and organizational skills in class and apply these skills through course assignments and internships. Specific areas of study include management, marketing, epidemiology, strategic planning, finance, and continuous quality improvement. The diversely rich student body and faculty, representing many ethnic and cultural backgrounds and communities, support the development of cultural competence. Our faculty includes members with strong academic and professional backgrounds who are dedicated to teaching, performing research, and their continued professional development. The program's faculty is accessible and supportive, and strives to be always available to students outside the classroom.

The M.S./H.S.A. program offers a flexible schedule to meet the needs of working professionals, as well as full-time students. Classes are conveniently scheduled to meet the needs of working health care professionals and are taught by experienced educators. In addition, we offer courses through a number of cohorts, or strategic partnerships with health care organizations throughout the South Florida area. This allows students to attend classes at the main campus or at a location closer to their home or business. The average length of the program is approximately two years. Students are required to successfully complete 48 didactic credit hours and an individualized 3 credit internship/practicum in a specialty area of their choice.

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.

MISSION AND PHILOSOPHY

The Master of Science Program in Health Services Administration offers a high-quality educational experience which reflects the missions of Barry University and the College of Health Sciences. The program's mission

is to provide an educational experience which results in transformational leaders for national and international health care organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the healthcare needs of a multicultural community in a safe and ethical manner. The educational philosophy of the Program's faculty is congruent with the philosophy of the University and the College. The faculty believes students are self-directed learners who are responsible for their success in the Program. Faculty members serve as facilitators of learning, where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service. The faculty believes diversity of backgrounds and views is essential for discussion and debate. This ultimately leads to a better understanding of the sensitive and complex issues affecting multicultural healthcare.

PROGRAM PURPOSE:

The purpose of the Program is to:

- Prepare graduates as transformational leaders with the required analytical and organizational skills needed by national and international health care organizations.
- Prepare graduates who will serve as leaders within the profession of health care administrators, advocating for informed action and collaborative service.
- Offer opportunities for a culturally and experientially diverse student body and faculty to participate in scholarship and service while meeting the health care needs of a diverse public.

GOALS OF THE CURRICULUM

Upon successful completion of the Program, all graduates will be able to:

- Manage efficient and effective healthcare organizations that are socially responsible and adhere to the highest standards of excellence and professionalism. (**Organizational Skills**).
- Analyze and apply the best available research evidence to support organizational decisions. (**Research Skills**).
- Collaborate and communicate with other health care professionals and communities of interest using a variety of skills and media. (**Communication Skills**).
- Create opportunities for involving health care organizations with their communities of interest through collaborative service. (**Community Involvement**).

- Engage in a management practice that draws upon the principles of ethics, service leadership, belief in life-long learning, and the benefits of a diverse, inclusive community. (**Professionalism and Diversity**).

STUDENT LEARNING OUTCOMES

The student learning outcomes for the Program correlate to overarching goals of the curriculum. Upon successfully completing the Program, graduates shall have met the Program's goals, as evidenced by the ability to:

- Apply research methodology to successfully address health care issues in complex business situations.
- Communicate business decisions to colleagues and supervisors competently using modern information technology resources.
- Collaborate effectively to meet the challenges presented by health disparities amongst a diverse community.
- Develop leadership skills to effectively initiate crucial changes that the national healthcare industry requires.
- Synthesize research and utilize financial accounting statements and marketing techniques to develop an effective strategic plan for a healthcare organization.
- Recognize the complexity of health care behavior and organizational design to foster health policy that will lead to improve health for the underserved.
- Articulate the principles of social justice to promote health as a fundamental right of every human being.
- Display the ability to be a proactive and decisive leader embracing professional ethics and personal integrity.

ADMISSION REQUIREMENTS

- Admission is open to applicants with a baccalaureate degree from a regionally accredited or internationally recognized college or university with a cumulative grade point average (GPA) of 3.0 (B) on a 4.0 scale or better. Those with a GPA below 3.0 will be considered on a case by case basis for provisional acceptance.
- An official, acceptable Graduate Management Admission Test (GMAT) score or Graduate Record Examination (GRE) score taken within the last five years must be submitted during the application process. These standardized tests may be waived if the applicant possesses a master's degree or higher from a regionally accredited or internationally recognized college or university.

- International applicants must meet all requirements for international applicants listed in the general admissions section of the Graduate Catalog.
- 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 institutions 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). 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.
- 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.
- A current resume or curriculum vitae is required.

ADMISSION PROCESS

Students entering the Master of Science program in Health Services Administration are required to have basic computer skills in word processing, spreadsheets, database management, and must be able to complete assignments utilizing all three.

Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within 5 years of admission. Students who are unable to submit evidence of these prerequisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics and BUS 514W Finance or similar courses. The courses are designed to help students prepare for the advanced work required in our graduate courses.

Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from

a regionally accredited undergraduate program or an internationally recognized college/university, 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 at the discretion of the Program Director for the transfer of up to 6 graduate credits of comparable courses.

Students may enter the program at the start of the Fall or Spring semesters.

Send your admissions documentation to:

Health Sciences Admissions
Barry University, 11300 NE Second Avenue
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 rejection will be forwarded to the candidate. Admission is on a competitive basis; applicants may meet minimum admission requirements, but may not be selected for admission.

INTERNATIONAL STUDENTS

International students must register for at least nine semester hours of credit in each semester to maintain full-time status. International students must comply with all policies and procedures of the Intercultural and Multicultural Programs (IMP), including, but not limited to presentations, 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 IMP staff. Every international student must secure and retain health insurance coverage at all times while registered 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).

CURRICULUM DESCRIPTION

The course of study consists of fifteen (15) required academic courses and one (1) elective course. An internship/practicum experience is required of all degree seeking individuals. Students will be required to successfully complete 51 credit hours to fulfill the requirements of the MS/HSA degree. The internship is an integral part of the graduate program in which students work with preceptors in a health care setting and participate in key managerial decision making processes and projects. Students with more than five years of health care management experiences will be assigned an applied research project instead of the internship as part of the HSA 700 "Special Topics in Health Services Administration". Students pursuing nursing home licensure must also complete a series of internships to meet the requirements established by the State of Florida. Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within 5 years of admission. Students who are unable to submit evidence of these prerequisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics and BUS 514W Finance. The courses are designed to help students prepare for the advanced work required in our graduate courses. Specific graduate courses, as part of the program, which require completion of BUS prerequisite workshops include Health Care Economics (HSA526) and Health Care Budgeting and Financial Management (HSA620). It is important to note that the Program's curriculum is designed in such a manner that each course establishes the foundation for subsequent courses and enhances the students overall learning experience.

PREREQUISITES AND COURSE OFFERING AVAILABILITY

Not all courses described will be offered during any one academic year. Students should consult with their academic advisor to discuss semester schedules and to complete the registration process which coincides with successful progression in the program and that will allow students to meet graduation requirements.

If a course has additional prerequisites (such as the HSA 526 Health Care Economics and HSA 620 Health Care Budgeting and Financial Management courses which may require the enrollment and successful completion of Business workshops in the areas of Accounting, Economics, and/or Finance) and students are determined to not have the adequate undergraduate, graduate, or professional background in these areas of study, the student will be required to complete the prerequisite workshops prior to or in concurrence with enrollment in the respective course(s).

The determination of the fulfillment of the prerequisite requirements is at the discretion of the student's academic advisor and can only be waived by the advisor after review of the student's undergraduate and/or graduate record. Failure to have completed or to enroll in prerequisites may result in involuntary withdrawal from a course(s), with a concomitant loss of credits and possible delay in graduation.

REGISTRATION, ENROLLMENT & WITHDRAWALS

Students are responsible for notifying their Academic Advisor, the Registrar, and Financial Aid, in writing, should they decide not to attend the University once they register. Should a student register and then decide not to attend class(es), the student will be held accountable for the academic and financial penalties as outlined in the University policy. It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term. Students are required to also notify the University in writing of address and phone changes. The Barry email system is the only authorized method of written communication. Students who choose not to attend mandatory orientation for new students must meet with their advisor prior to attending classes.

A student's failure to communicate their intentions of withdrawal from the registered course(s) and/or University by the designated deadlines (as provided during the respective Academic Calendar year) will result in the student receiving failing grade(s) in the courses in which they are enrolled and may result in the student being placed on Academic Probation or being automatically dismissed from the program.

Prerequisite

BUS 512W Accounting Principles
BUS 513W Economics
BUS 514W Finance

Required for students with no undergraduate accounting, finance or economics courses (non-credit)

Required courses and sample sequence:

COURSE NO.	COURSE NAME	CREDITS
HSA 510	Principles of Health Services Administration	3
HSA 520	Managerial Epidemiology	3
HSA 525	Health Care Policy	3
HSA 526	Health Care Economics	3
HSA 530	Health Care Law & Ethics	3
HSA 535	Applied Biostatistics	3
HSA 610	Finance and Delivery of Health Care Services	3
NUR 638/	Quality Improvement for Nursing Administration/	

HSA 540	Quality Management and Utilization Review	3
HSA 620	Health Care Budgeting & Financial Management	3
HSA 667	Health Care Leadership	3
HSA 668	Health Care Human Resources Management	3
HSA 675	Health Information Systems Management	3
NUR 679	Health Promotion and Disease Prevention	3
HSA 680	Health Care Marketing	3
HSA XXX	Elective	3
HSA 660	Internship I (Final Project/Poster presentation)	3
HSA 690	Health Care Strategic Planning (Capstone)	3
Elective [one of the following courses]		
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
HSA 700	Special Topics in Health Services Administration	3

E-Mail

All correspondence including messages, meeting request and registration notification will be sent to students Barry University e-mail account. No other addresses will be used. Students are responsible for checking e-mails daily and responding in a timely manner (no later than 5 business days) to any requests.

REGISTRATION

All students must complete the appropriate registration forms at the beginning of each semester. Registration forms must be signed by your advisor prior to its presentation to Cashier/Business Office (CBO) and the Office of the Registrar. Students who fail to complete registration requirements, including appropriate financial arrangements before the semester begins will NOT be permitted to attend classes or participate in other University activities.

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 finan-

cial aid information. Scholarship information specific to the Master of Science Program in Health Services Administration is available in the Program's office.

ACADEMIC ADVISEMENT

The Program Director assigns to every student matriculating into the Master of Science Program in Health Services Administration an academic advisor. Advising assignments may be changed by the Program Director at the request of the student or faculty member. The responsibilities of the 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.
- 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.

UPSILON PHI DELTA HONOR SOCIETY MEMBERSHIP

Students are eligible to apply for the Upsilon Phi Delta Honor Society after completing three semesters of coursework. Students may not apply for membership during the semester in which they are graduating. Incomplete applications will not be accepted. For additional information, please refer to the Honor Society Membership Criteria available in the Program's office.

PROGRESSION REQUIREMENTS

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

Students in good standing will progress through the program following the course sequencing designated by their academic advisor.

Students may only earn a cumulative maximum of 6 semester credit hours (i.e. two (2) C grades) in order to progress in the Program. Students who earn more than 6 semester credit hours (or two (2) grades of C) while enrolled in the Program will be required to repeat one (1) of the courses in which a grade of C was attained. The repeated course selection will be at the students discretion and will be contingent upon course offering availability. Students will be required to satisfy this deficiency within a time frame, not to exceed, two

semesters succeeding the term in which the last “C” grade was earned.

Students must maintain a cumulative GPA of 3.0 throughout the Program. Any student who has been provisionally accepted into the MS/HSA or MS/HSA-MPH programs and obtains a GPA less than 3.0 in the first semester will be dismissed from the program. Fully accepted students or those who earn fully accepted status after their first semester in the program are required to maintain a 3.00 or higher cumulative GPA. Students whose cumulative GPA fall below the required 3.0 will be placed on academic probation, effective in the subsequent semester after which they failed to maintain the progression requirements. Students placed on academic probation must attain a 3.0 or above GPA by the completion of the probationary semester. Students who fail to meet this requirement will be dismissed.

A student who has been dismissed for academic reasons may not petition the Office of Admissions for readmission until one year has elapsed. Readmission is at the discretion of the Admissions Committee and is not guaranteed. An individualized curriculum plan will be created by the Advisor and Program Director; failure to meet the conditions of the individualized curriculum plan will result in permanent dismissal from the Program.

GRADUATION REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

- Satisfactorily complete the program of study, including all courses and assignments.
- Attain a cumulative GPA of 3.0 or better on a 4.0 scale, and have no more than two courses with less than a grade of “B”
- Successfully present and defend a comprehensive research business project as part of the HSA690 “Health Care Strategic Planning” (Capstone) before a faculty panel. The project’s topic must be selected and approved by both the student and his/her academic advisor. The project’s content and student presentation will be graded based on competencies developed by the student which have been established by the program’s strategic model.
- 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 your academic advisor from the College of Health Sciences.

- An internship/practicum experience (HSA 660) is required of all degree-seeking individuals. Students with more than five years of health care management experience will be assigned an applied research project instead of the internship as part of the HSA700 “Special Topics in Health Services Administration”.

GRADING POLICY

The following grades may be recorded for a course:

A	=	90% - 100% points
B	=	80% - 89.99% points
C	=	70% - 79.99% points
F	=	Below 70% points
I	=	Incomplete (changes to “F” if work is not completed by the prescribed time)
IP	=	In progress (incomplete internship, project); students have 6 months to complete the course requirements or the grade will be converted to an “F”.
W	=	Withdrew from course before the withdrawal deadline.

TRANSFER CREDITS

A student may transfer up to 6 credit hours with an earned grade of “B” or higher at the discretion of the Program Director. Courses may only be transferred from a regionally accredited college or university. Transferred courses must correlate with those in the Master of Science Program in Health Services Administration curriculum and must have been completed within three calendar years of application.

Course Descriptions— Health Services Administration Prefix: HSA

510 Principles of Health Services Administration (3)

This course provides an overview of 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. Students will gain an understanding of the organizational structure, function and processes of health care organizations in the USA. There will be an emphasis on financial and accounting functions in health care as well as a close look at organizational theory within healthcare systems. A systems perspective enables the student to understand and work with complex health care organizations and their changing environment. Students will develop an understanding of the requisite skills needed by health care executives, the role and functions of management, work processes, organization structure and function, their interrelationships with human factors, as well as methods for assessing organizational performance. Finally, students will learn about governance in the healthcare system and how organizations develop their missions.

520 Managerial Epidemiology (3)

This is a general course in managerial epidemiology and infectious disease with emphasis on current topics and applications in the Public Health arena. 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. Health care managers are constantly surrounded by numbers that they need to manipulate and understand. Managing and interpreting health related indicators are important components of this course. The student is expected to gain a fundamental working knowledge of epidemiology methodology, infectious and emerging diseases and understand the influence of this field on other disciplines as well as the current and future topics facing health professionals today. A study of health and health status, and health assessment in the community is an important goal of this course.

525 Health Care Policy (3)

This course provides a critical overview of health policy, its development, implementation 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 healthcare system in the United States. This course builds on the students' knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration. This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects and case analysis students will learn fundamental principles of policy making. They will learn how to better utilize appropriate and effective management skills in their own organization.

526 Health Care Economics (3)

This course provides a critical overview of the delivery and economics of health care, with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important economic issues of our times and how these theories drive the economics of the entire health care system in the United States. This course is designed to provide an understanding of the complex economic forces, dynamics and challenges of an industry in a constant state of flux. Specifically, this course applies microeconomic theory to analyze the healthcare market from the perspectives of those who demand and supply healthcare. We will also analyze the market for physicians and hospital services, and the pharmaceutical industry. The structure and performance of the US healthcare system will also be compared to that of other countries. Discussion of empirical studies, current policy debates, and the relevance and limits of the economic approach will be emphasized. **Prerequisites:** HSA510 Principles of Health Services Administration, HSA525 Health Care Policy. BUS 513 Economics Workshop is also required for students who have not taken an undergraduate Economics course.

530 Health Law and Ethics (3)

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 healthcare system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative and corporate law/governance pertaining to health services. Appropriate health administration requires not only understanding of applicable laws and regulations, but of the distinct ethical and social issues presented by the provision of health care services. Administrators, health professionals, patients and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern health care industry.

535 Applied Biostatistics (3)

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as research methodology theory applied to Public Health and Health Services. The course examines theoretical concepts, descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services.

******* 540 Quality Management and Utilization Review**

This course provides a foundation for the implementation of quality management activities in the health care industry. Examines theory, methods, and assessment tools health care managers and health professionals currently use, creating an environment in which quality can be measured and improved. The course introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation.

610 Finance and Delivery of Health Care Services (3)

This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basics of health insurance and public funding programs, managed care contracting, and how services are paid. This course introduces the student to methods of healthcare reimbursement. An initiation of the student into the language of healthcare reimbursement is also included. Students will explore principles of reimbursement as it applies to various types of health care setting. This course is also designed to get students familiar with the most important principles and applications of healthcare finance, with roughly equal coverage of accounting and financial management, which will provide the student with an understanding of the health system from a financial management perspective. This perspective will enable the student to understand the complex nature of health system organization and to evaluate the financial performance of healthcare firms. Students will develop an understanding of the structure and function of health systems financing, as well as the interrelationships among the component parts. The topics include the types and nature of various health system processes and institutions; how they evolved; their current status and possible future development.

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 health care 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 and Financial Management (3)

The course applies finance (accounting and financial management) principles and concepts to healthcare organizations. Through various caseworks, students learn to perform basic financial tasks within healthcare organizations and to use statistical and analytical tools to measure and improve organizational performance, especially in the case of assessing a business's financial condition, performing breakeven analysis and assessing capital investment proposals, making sound lease versus buy decisions and analyzing the financial attractiveness of merger opportunities. This course cultivates students in articulating, modeling, and promoting professional values and ethics in business and clinical decision making, and in developing, evaluating, and understanding how to implement strategies that further the mission, vision, and values of the organization. Also the semester long project develops students' ability to assemble a team with balanced capabilities and use effective group processes to hold team members accountable individually and collectively for results, and to identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals. Students who have never taken an undergraduate finance or accounting course will be required to complete BUS 512W Accounting Principles Workshop and BUS 514W Finance Workshop.

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. This course includes such topics as managed care contracting, network strategy, integrated delivery systems, care management, disease management, quality, claims, and consumer affairs. In addition, Medicare and Medicaid are examined from a managed care perspective along with the legal, operational, and regulatory environments.

650 Research Application in Health Services (3)

This course provides an introduction to basic methods of research and program evaluation within the health-care context. Throughout the coursework, students learn to comprehend and critique published health services research and health program evaluations, and develop a design for a research or evaluation project. More specifically, students will identify different types of study design, including observational, pre-experimental and experimental designs, and their inherent threats to internal and external validity. The course is also designed to provide students with understandings on issues in the current health service research, such as measurement errors, data validity and reliability, and sampling methods and procedures. This course is recommended for students who will be carrying out policy research, social science research, or program impact evaluation within health delivery systems. It is also relevant to those who will apply the results of Health Services Research (HSR) done by others.

660 Practicum/Internship I (3)

Advanced supervised field operation and experience in an approved health care administration setting. Required for students with less than five years health care work experience. Optional for all other M.S./H.S.A. students. Prerequisites: HSA 510, 610, or 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 HSA510 and HSA610.

667 Health Care Leadership (3)

Provides an overview of leadership perspectives and strategies as they apply to health care settings. The course is designed to provide a working knowledge of leadership theory and processes, emphasizing the leader's human resources function in health care settings. Students will develop an understanding and appreciation of how effective health care leaders think, make decision and solve problems, and accomplish corporate strategy through maximizing employee commitment and other organizational resources. Also, the course endeavors to facilitate self-knowledge and career planning as well as skill development related to health care leadership, particularly skills in gaining commitment, coaching for performance and developing employees. Students learn about Quantum Leadership theory and the relationship to successfully leading a health care organization.

668 Health Care Human Resource Management (3)

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 are explored. The course is designed to provide a working knowledge of a leader's human resources function in health care settings. Students will develop an understanding and appreciation of how health care leaders effectively and efficiently manage the human resource function within their organization. Students will complete a strategic human resources plan on a health care organization and provide hiring, compliance, performance measures, and training as some of the key strategic imperatives in human resources.

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 (3)

Healthcare is an information-intensive process. High-quality patient care relies on careful documentation of each patient's medical history, health status, current medical conditions, and treatment plans. Management and financial information is essential for strategic planning and efficient operational support of the patient care process. A strong argument can be made that the healthcare industry is one of the most information-intensive sectors of the economy. This course examines the use of health information systems to support various healthcare functions, and emphasizes the health services administrator's use of information systems to integrate clinical, financial and human resources data and to support managerial decision-making. This course also focuses on the selection, management and evaluation of various health care information systems. This course is designed to provide a broad overview of the need, selection and use of information systems in health care organizations. Students will develop an understanding of the needs of health care systems and gain familiarity with various technologies to manage those needs, including management information systems, clinical outcomes systems, and electronic patient records.

680 Health Care Marketing (3)

Managers must have an understanding of the various marketing concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving marketing must be based on a manager's overall understanding of the organization's products and services. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate marketing performance and productivity, analyze internal and external resources, and perform a SWOT analysis; present various models and methods for the promotion and positioning of health care services and products. It also emphasizes the importance of a marketing audit and incorporating that audit into the total marketing planning process. The course will also review the importance of marketing research and the analytical tools required to be successful. Students will also create a 20 page marketing plan as their final project and present the project to their peers.

690 Health Care Strategic Planning/Capstone (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various strategic management concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving strategy and marketing must be based on managers' overall understanding of the organization's mission, goals, and objectives. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment. The course also presents various models and methods for planning and positioning of health care services and interpreting surveys used in health services management information systems. It also emphasizes the importance of creating a strategic plan and incorporating that plan into the total strategic planning process. This course represents the program capstone that integrates all previous courses. Once the student has chosen a Capstone Committee Chair, the student and the Chair should develop a topic for the project. After choosing the topic, the student is expected to write a twenty five-thirty page Capstone Project Proposal for review by the Capstone Committee Chair and members. The Capstone Project Proposal should include the following:

- A 250-300 word abstract of the project
- Brief description of the health services problem to be addressed in the project

- Review of the most relevant existing literature
- Clearly identify the data that will be collected and data sources used
- Description of the methodology used to address the problem

Upon completion of the requirements, students will present and defend their findings. Master of Science Health Services Administration students will be required to complete their capstone project in this course. This does not apply to dual degree students who will complete their Capstone Project under the MPH 697 Special Topics (Capstone in Public Health) required course. Prerequisite: Students in the MS.HSA program must successfully complete all other required and elective coursework in the program. The HSA 690 course is a culmination of all previous course work attempted towards the degree and must be completed during the last semester of enrollment in the program.

700 Special Topics in Health Services Administration (3)

This course is designed as an integrative experience for those students with a strong health care 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 of health care management experience. All others are required to complete the internships.)

Prefix: NUR**638 Quality Improvement for Nursing Administration (3)**

Analyze the 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. (\$35)

679 Health Promotion and Disease Prevention (3)

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines. (\$125 fee)

MASTER OF SCIENCE PROGRAM IN HEALTH SERVICES ADMINISTRATION & MASTER OF PUBLIC HEALTH DUAL DEGREE PROGRAM (M.S./H.S.A. – M.P.H.)

Evelio Velis, M.D., Ph.D., Program Director

PROGRAM OVERVIEW

The Master of Science in Health Services Administration and Master of Public Health dual degree program (M.S./H.S.A.–M.P.H.) is a graduate education program offered through the College of Health Sciences, Division of Graduate Clinical Sciences & Health Management Programs. The program consists of a total of 19 required courses and one Field Experience in the area of Public Health. Students are required to successfully complete a total of 60 credit hours to fulfill the requirements for the HSA-MPH Dual degree.

The M.S./H.S.A. – M.P.H. dual master's degree curriculum is structured to include coursework in a number of health disciplines. A foundation in Public Health and Health Services Administration collectively offers diverse career opportunities in federal, state, private and not-for-profit health care environments. The M.S./H.S.A. – M.P.H. dual degree program will prepare students for positions in program and services development, research, leadership, management and administration.

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.

MISSION AND PHILOSOPHY

The M.S./H.S.A. - M.P.H. dual degree Program offers a high-quality educational experience which reflects the missions of Barry University and the College of Health Sciences. The program's mission is to provide an educational experience which results in transformational leaders with a background in public health for national and international health care organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the public health needs of a multicultural community in a safe and ethical manner. Additionally, students will explore the concept of social justice and strategies for combating health disparities nationally and internationally.

PROGRAM PURPOSE

In addition to meeting the purposes of the M.S./HSA program, the dual degree program seeks to:

- Prepare graduates with the knowledge and skills needed to identify and manage public health challenges, reduce global health disparities, and promote health care as a fundamental right of all human beings.
- Prepare graduates as leaders in disease prevention and health promotion for the local, national, and global communities.
- Secure funding.

GOALS OF THE CURRICULUM

In addition to the goals of the M.S./HSA program, graduates who successfully complete the dual degree program will be able to:

- Analyze and apply the best available research evidence to identify and manage public health challenges. **(Public Health Translational Research.)**
- Create strategies which reduce disparities in the delivery of health care and promote health locally, nationally and globally. **(Public Health Focus.)**

STUDENT LEARNING OUTCOMES

Students who successfully complete the dual degree program will meet the student learning outcomes of the M.S./HSA Program and also be able to:

- Collaborate with community groups to assess the health status of populations, identify problems, plan and implement solutions, and evaluate outcomes.
- Construct a plan to identify opportunities and obtain funding for programs that support a public health initiative.

- Create collaborative strategies to overcome disparities in the delivery of health care to diverse and underserved communities.
- Demonstrate an ability to influence policy development which promotes health as a fundamental right of every human being.

ADMISSION REQUIREMENTS/ADMISSION PROCESS

See admission requirements and process for M.S./H.S.A.

CURRICULUM DESCRIPTION

Students interested in the dual degree will follow all of the procedural steps previously described in this section of the catalog.

Required courses and sample sequence:

COURSE NO.	COURSE NAME	CREDITS
HSA 510	Principles of Health Services Administration	3
HSA 520	Managerial Epidemiology	3
MPH 513	Environmental and Occupational Health	3
HSA 525	Health Care Policy	3
HSA 526	Health Care Economics	3
NUR 679	Health Promotion and Disease Prevention	3
HSA 530	Health Law & Ethics	3
HSA 535	Applied Biostatistics	3
MPH 606	Health Care Disparities	3
HSA 620	Health Care Budgeting & Financial Management	3
NUR 638/	Quality Improvement for Nursing Administration/	
HSA 540	Quality Management and Utilization Review	3
MPH 567	Field Experience in PH	3
HSA 650	Research Application in Health Services	3
HSA 667	Health Care Leadership	3
MPH 652	Diversity in the Work Place	3
HSA 668	Health Care Human Resources Management	3
HSA 675	Health Information Systems Management	3
HSA 680	Health Care Marketing	3
HSA 690	Strategic Planning	3
MPH 697	Special Topics in Health Care (Capstone)	3

PROGRESSION REQUIREMENTS

Please refer to the M.S./H.S.A program section for more information.

GRADUATION REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration and Master of Public Health (M.S./H.S.A.-M.P.H.) 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"
- Successfully present and defend, before a faculty panel, a comprehensive research business project as part of the capstone course. The project's topic must be selected by both the student and his/her academic advisor. The project's content and student presentation will be graded based on competencies development program's strategic model.
- 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 your academic advisor from the College of Health Sciences.
- Complete Field Experience in Public Health (MPH 567), which is required of all degree-seeking individuals.

GRADING POLICY

The following grades may be recorded for a course:

A	=	90% - 100% points
B	=	80% - 89.99% points
C	=	70% - 79.99% points
F	=	Below 70% points
I	=	Incomplete (changes to "F" if work is not completed by the prescribed time)
IP	=	In progress (incomplete internship, project); students have 6 months to complete the course requirements or the grade will be converted to an "F".
W	=	Withdrew from course before the withdrawal deadline.

TRANSFER CREDITS

***Please refer to the M.S. /H.S.A program section for more information**

Course Descriptions— Master of Public Health Prefix: MPH

Please see H.S.A. related courses under the M.S./H.S.A program section.

513 Environmental and Occupational Health (3)

This course examines health issues, scientific understanding of causes, and possible approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. Technological enhancements are used to teach this course.

567 Field Experience in Public Health (3)

The purpose of the Supervised Field Experience is to provide MPH students with an opportunity to apply public health academic theory and acquired skills to community health problems. Thus, the field experience is conducted throughout the entire Program, and is to be completed by the time of graduation. It is conducted under the supervision of a qualified preceptor, and the Master of Public Health student negotiates the gap between the academic and work settings. A carefully structured, thoroughly guided field experience benefits the students by providing opportunities to synthesize and apply theory, principles and skills. It is a requirement of the Council on Education for Public Health (CEPH) for accreditation of Master of Public Health programs.

606 Health Care Disparities (3)

Access to quality care is important to eliminate health disparities and increase the quality and years of healthy life for all persons in the United States. This main purpose of this course is to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic and gender disparities in health and health care. We will examine how dyadic relationships such as interpersonal forms of discrimination, marriage, and social ties may contribute to health disparities. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status materially shape health and access to health care services. Individual characteristics such as acculturation and patient preferences may also contribute to disparities and will be explored briefly, but are not a major focus of this course.

697 Special Topics (Capstone in Public Health) (3)

Each student will choose a specific topic or issue of interest in public health (as chosen for GMS 675H-Master's Research Project). This issue will then be the focus for the student as they address current issues in health education; health behavior theories and models; and the critical analysis of communication processes. Students develop knowledge and skills in the application of theory, design, and implementation of health education or communication concepts and principles utilized in reaching the public health concerns of the diverse public. Dual degree students will complete their capstone project in this course. Prerequisite: Students in the MS/HSA-MPH dual degree program must successfully complete all other required and elective coursework in the program. The MPH 697 course is a culmination of all previous course work attempted towards the degree and must be completed during the last semester of enrollment in the program.

652 Diversity in the Workplace (3)

This course provides the forum for the exploration and discussion of both the theory and research findings needed to understand how to make diverse work groups effective and the skills required to apply that knowledge in practical situations. The theory and exercises are integrated into an inquiry or experiential approach to learning about the dynamics of diversity within small groups. The primary goal of this course is to enhance students' knowledge and understanding of diversity found in virtually all groups. This knowledge and understanding may encourage knowledge of diversity and mastery of the skills to apply that knowledge in practical situations. This course is intended as an introduction to group diversity by presenting theories, research findings, and examples. The central focus of the course is on the diversity characteristics common to all groups.

Prefix: NUR

638 Quality Improvement for Nursing Administration (3)

Analyze the 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. (\$35)

679 Health Promotion and Disease Prevention (3)

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines. (\$125 fee)

The MPH courses listed below, starting 2011-2012 academic year, will no longer be offered.

518 Epidemiology: Theory & Applications (3)

This is an in-depth treatment of basic concepts and skills in general epidemiologic research, including problem conceptualization, study design, research conduct, data analysis and interpretation. Emphasis will be on the design strategies and the implementation of studies rather than methods of statistical analysis. Development of the proposal will require that you address the entire array of substantive and methodological concerns regarding such studies and propose an informative, realistic, and scientifically justified study. In order to maximize the value of proposal development it is essential that there be some primary data collection included. This may include interviews, laboratory assays or record abstraction. There may be a blending of available data that is extended or validated with primary data collection.

523 US Health Care System: An Overview (3)

This is an introductory-level course designed to provide an overview of the U.S. healthcare delivery system. The course focuses on the ways in which health care is structured and how the different components of the system interact with one another in such a way that changes in one inevitably affect the others. The course is designed to provide students with an overview of trends, issues, and systems of health care delivery in the United States and to enhance students' ability to analyze and address these issues from both administrative and policy perspectives. The course is divided into four sections: (1) The Basics, including a brief history of health care in the U.S., major current issues, and ethics and values; (2) Key Topics: Finance, Insurance, Access, and Quality; (3) Health Care Policy and Politics; and, (4) Health Care Providers and Organizations.

537 Public Health Issues: Health Promotion and Disease Prevention (3)

This course introduces the student to the current issues in public health today from a local perspective to a global perspective. It includes such areas as community health problems, communicable disease control and the roles of public health professionals including public health nurses.

631 Crisis Management & Communication in Public Health (3)

Since the events of September 11th, there has been a focus on disaster preparedness, crisis management and proper and accurate dissemination of information to the public. In addition, the threat for biological and chemical disasters has challenged governmental agencies and healthcare agencies, including hospitals, to be more accountable for handling major disasters. The purpose of this course is to help students learn how to identify and properly handle a crisis and how

to respond to all affected stakeholders and the public at large about a critical incident. Topics will include creating a crisis plan and mobilizing an organization to respond to the crisis. Emphasis on working with other agencies and how to create an organizational crisis plan will be explored. This is a blended course of online and classroom time.

687 Independent Study in Public Health (3)

The Independent Study Project (ISP) is the cornerstone of the MPH program. Students will be involved in a high-level applied research project that integrates what they have learned in their formal coursework. The ISP will be an independent and creative activity in an area related to one or more of the topics covered in the formal curriculum. Students' work will be evaluated of faculty and may also include industry advisors.

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 12 credits, i.e. four (4) 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 and the Master of Science in Health Administration-Public Health dual 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 four (4) 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	3
HSA 620	Health Care Budgeting and Financial Management	3
HSA 667	Health Care Leadership	3
HSA 668	Health Care Human Resources Management	3

Graduate Certificate in Medical Group Practice Management

HSA 667	Health Care Leadership	3
HSA 668	Health Care Human Resources Management	3
HSA 670	Medical Group Practice Management	3
HSA 675	Health Information Systems Management	3

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	3
HSA 675	Health Information Systems Management	3
HSA 680	Health Care Marketing	3
HSA 690	Health Care Strategic Planning	3

Graduate Certificate in Quality Improvement and Outcomes Management

HSA 520	Managerial Epidemiology	3
HSA 535	Applied Biostatistics	3
NUR 638/	Quality Improvement for Nursing Administration/	
HSA 540	Quality Management and Utilization Review	3
NUR 679	Health Promotion and Disease Prevention	3

Graduate Certificate in Clinical & Epidemiological Research Methods

This certificate is designed for current or aspiring health care managers seeking to develop competencies in the business and scientific research environment. Protocol development and hypothesis testing are important components of the curriculum.

HSA 520	Managerial Epidemiology	3
HSA 535	Applied Biostatistics	3
HSA 620	Health Care Budgeting and Financial Management	3
HSA 675	Health Information Systems Management	3

Certificate Requirements:

To earn the Graduate Certificate of Achievement, candidates must:

- Satisfactorily complete the program of study
- Attain a cumulative GPA 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 transcript from a regionally accredited undergraduate program must be submitted along with a non-refundable application fee. Enrollments are open in the Fall or Spring.

Certificate programs may generally be completed within one (1) academic year; however, actual completion timelines are contingent upon course availability. Students interested in the certificate programs should note that courses are offered based on student need and faculty availability.

BIOMEDICAL SCIENCES

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES (BMS)

Jonathan Coffman, Ph.D., M.B.A., Director and Associate Professor

PROGRAM OVERVIEW

The Biomedical Sciences Program has been designed to prepare students to advance as biomedical scientists or health care professionals. Specifically, the curriculum has been designed to educate students through rigorous, graduate level science courses in order to strengthen their application for graduate and professional school. The core basic science courses

are similar to those found in the first year of the medical/dental school curriculum. Program options are as follows:

Master's Degree in Biomedical Sciences:

- 12 month (Accelerated) Track, Pre-med or Pre-Dental
- 18 month/24 month Track, Pre-med or Pre-Dental
- Research Track

The program consists of 36 semester hours of didactic instruction (Pre-Med and Pre-Dental) and a comprehensive final exam (CR) or 33 semester hours of didactic instruction and a research Project (3 hours) and a Capstone project (CR).

PHILOSOPHY AND MISSION

The philosophy of the Biomedical Sciences Program is consistent with the Barry University mission.

Our obligation to the graduates: Our faculty is committed to helping students achieve their goals and producing graduates who can make a difference as leaders in the international health care community. Existing as a scholarly community, we are committed to the highest academic standards in graduate education. As part of the Biomedical Sciences Program students will learn to grow as individuals committed to lifelong learning and social justice.

Our obligation to the community: To provide an educational program that reaches out the local community in the form of service and research. Through health fairs, fundraisers and research projects we strive to address social justice issues related to health care while, simultaneously providing direct patient interaction for the students.

Graduate students are self-directed learners. Achievement of the behavioral objectives of the Program requires intense commitment, motivation and initiative. The student is responsible for his/her success in the Program.

The faculty serves as facilitators of learning, providing Direction and support to students. Faculty is committed to the responsibilities of teaching, guidance and professionalism, and provides individualized instruction and counsel as needed. Techniques for facilitating learning vary with the topic and objectives.

GOALS OF THE CURRICULUM

Upon successful completion of the Program, all graduates will be able to:

1. Comprehend and apply knowledge, analyze case studies and synthesize and apply the best available evidence as the basis for evaluating healthcare practices. (*Critical Thinking*)

2. Collaborate and communicate with others using verbal, written and technological skills inherent to health care, healthcare professionals and healthcare scientists. (*Communication*)
3. Engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning and patient advocacy. (*Professionalism*)

EDUCATIONAL OBJECTIVES/EXPECTED OUTCOMES

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication and professionalism.

Upon completion of the Program, the graduate shall have acquired knowledge, skills and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual case studies and evaluate clinical treatments relative to biochemical, genetic, physical, and microbial diagnostics (*Critical Thinking*).
2. Formulate an appropriate dietary regimen (nutrition plan) based on a thorough understanding of biochemistry and physiology and the present health status of the individual (*Critical Thinking*).
3. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (*Communication, Professionalism*).
4. Engage in leadership and fund raising for scientific research directed at alleviating suffering and disease (*Professionalism*).
5. Participate in health-related research and scholarship (*Professionalism*).
6. Correlate principles of molecular and cellular immunology to selected health and disease states (*Critical Thinking, Communication*).
7. Demonstrate technology skills to enhance overall lifelong learning through peer-reviewed publications (*Communication, Professionalism*).
8. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a comprehensive examination or research proposal (*Critical Thinking, Communication, Professionalism*).

ADMISSION REQUIREMENTS FOR THE BMS PROGRAM

- Applicants must have (at minimum) 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.

- All applicants for the master's degree should have an undergraduate GPA of 3.0 or better on a 4.0 scale.
- Applicants must have grades of "C" or better in the following undergraduate courses: 4 semester hours of study in General Biology, General Chemistry, Organic Chemistry, Physics; 6 semester hours of study in English; 6 semester hours of Math; (Additional semester hours are needed for graduation, see section below). 8 semester hours of upper level Biology courses and 6 semester hours of Calculus are also strongly recommended.
- All applicants for the master's degree are required to submit an official Graduate Record Examination (GRE) score at or above the 50th percentile (verbal and quantitative sections). Other standardized test scores at or above the 50th percentile (MCAT, DAT, VAT, and PCAT) may be substituted for the GRE.
- Two recommendation letters from a basic or medical sciences professor.
- A resume and 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.

UNDERGRADUATE REQUIREMENTS FOR GRADUATION

In addition to the above admission requirements, students must have grades of "C" or better in the following undergraduate courses: 4 semester hours of study in General Biology 2, General Chemistry 2, Organic Chemistry 2, Physics 2, GRE, MCAT, DAT, VAT or PCAT scores at or above the 50th percentile.

PROVISIONAL ACCEPTANCE FOR MASTERS IN BMS

The Admissions Committee recognizes that undergraduate GPA's and performance on standardized tests are not always reliable predictors of student success. Credentials such as personal statements, letters of recommendation, extracurricular and volunteer/service activities, undergraduate performance, interviews and overall academic credentials are also significant when making admissions decisions. At the discretion of the admissions committee, students may be admitted as provisional students. If a student is provisionally accepted, their credit load will be determined by the BMS admissions committee and the program director. All final decisions are at the discretion of the Director of the Masters of Biomedical Sciences Program and the Dean of the College of Health Sciences.

Graduate students must satisfy all provisions and/or conditional admission requirements in a timely manner. Students will not be able to register for the comprehensive exam or the capstone course if they have not fulfilled their provisional requirements. In addition, their respective faculty adviser will not approve the student for graduation until all provisions are met.

POST BACCALAUREATE PRE-MED CERTIFICATE

This certificate program provides the necessary prerequisite courses for admission into the Masters of Biomedical Sciences program for students whose bachelors degree (B.A. or B.S.) is in a field outside the pre-medical sciences (e.g. pre-law, business, psychology, etc). The curriculum is based on admission requirements set by US medical and dental schools. Credit for courses from other institutions may be granted for courses taken in the past 5 years with a grade of "C" or better. Admission into the Master of Science program in Biomedical Sciences is competitive and is therefore not guaranteed. Students admitted to the certificate program must complete the following undergraduate requirements with a minimum grade of "C" to be eligible for admission into the Masters of Biomedical Sciences program:

- 8 cr. Math (Calculus recommended)
- 8 cr. General Chemistry with Lab
- 8 cr. Physics with Lab
- 8 cr. Organic Chemistry with Lab and/or Biochemistry
- 4 cr. Cell Biology with Lab or General Biology

ADMISSION REQUIREMENTS FOR POST BAC PRE-MED

Post-Baccalaureate Pre-Med Certificate Program applicants should have an undergraduate GPA of 2.70 or better on a 4.0 scale. Two letters of recommendation are required (one must be from a science professor).

NOTE: This certificate is not suitable for students who have completed the above prerequisite courses and are attempting to repeat the courses to enhance their qualifications.

CURRICULUM

MASTER'S DEGREE IN BIOMEDICAL SCIENCES

The curriculum represents an intense program of study that provides a broad biomedical education. It is delivered by an international team of expert faculty at a level consistent with the first year of medical/dental school. Students in their respective track are required to take the following courses:

Medical

BMS 527,528	Biochemistry I, II	6
BMS 547	Neuroanatomy	5
BMS 550	Histology and Cell Biology	4
BMS 553	Health Law and Ethics	3
BMS 590	Gross Anatomy	6
BMS 595	Human Physiology	6
BMS	Electives	6
BMS 669	Comprehensive Exam (CR/NCR)	
TOTAL CREDITS		36

Dental

BMS 527,528	Biochemistry I, II	6
BMS 547	Neuroanatomy	5
BMS 550	Histology and Cell Biology	4
BMS 555	Immunology	3
BMS 559	General Dentistry – Principles and Practices	3
BMS 590	Gross Anatomy	6
BMS 595	Human Physiology	6
BMS	Elective	3
BMS 669	Comprehensive Exam (CR/NCR)	
TOTAL CREDITS		36

Research

Required Core 24 semester credit hours:

BMS 527,528	Biochemistry I, II	6
BIOE 521	Laboratory Safety: Principles and Practice	3
BIOE 545	Microtechnique	3
BMS 553	Health Law and Ethics	3
HSA 535	Applied Biostatistics or	3
BIOE 648	Epidemiology	3
BMS 507	Basic Research Methodology	3
BMS 675	Research	3
BIOE 671	Capstone (CR/NCR)	
TOTAL CREDITS		36

Electives 12 semester credit hours:

BMS 590	Gross Anatomy	6
BMS 547	Neuroanatomy	5
BMS 550	Histology and Cell Biology	4
BMS 555	Human Embryology	3
BMS/BIOE 537	Molecular Genetics	3
BMS/BIOE 555	Immunology	3
BIOE 644	Cancer Biology	3
BMS 665	Advanced Study	1-3
BIO 603	Advanced Histotechnology	3
BIOE 505	Biotechnology	3
TOTAL CREDITS		36

Notes:

- Classes may be offered during the day, late afternoon or evenings.
- For the research track, a laboratory research project and capstone project will be evaluated by a graduate committee composed of an outside advisor, a Barry University faculty member or the program director.

- Students must pass the comprehensive exam to receive their degree (see Comprehensive Exam and Graduation Requirements).

PROGRESSION REQUIREMENTS

A student must maintain a cumulative GPA of a 3.0 or above to be considered in good standing.

WARNING STATUS

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 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 who are in the one-year accelerated program who receive a warning may be moved to the 18 month/24 month Track.

PROBATION STATUS

A student with a semester OR cumulative grade point average below 2.50 (on 4.0 scale) will be placed on academic probation. Students on probation will be reviewed by the graduate admissions committee to determine eligibility to remain in the program.

SUSPENSION STATUS

A student will be suspended if on academic probation for two consecutive semesters or if a minimal semester GPA of 2.0 is not achieved in any given semester.

Note: For students provisionally accepted, all provisions take precedence over the academic standing guidelines. Your academic standing will be assessed by the program director.

READMISSION

Students who have been academically inactive for at least one calendar year and wish to be readmitted must complete an application for readmission. Readmission is contingent upon approval by the program director and the dean of the College of Health Sciences.

REPEAT COURSE POLICY

No 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 Sciences 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.

COMPREHENSIVE EXAM & 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” grades in order to graduate with the Master’s of Science in Biomedical Sciences degree. Courses with F grades must be repeated and replaced with grades of B or better. For graduation, the last 9 credits of this degree must be completed at Barry University.

Master’s students must register for, and pass a comprehensive qualifying examination based on the required course work. Comprehensive exam fees are non-refundable/non-transferable. Students may sit for step 1 of the United States Medical License Examination, the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) or the National Board Dental Examination. Passing scores on one of these examinations (or equivalent national standardized medical board examinations) may be accepted in lieu of the comprehensive exam offered by the program.

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 “F” grades and must have satisfied all provisions for admission.

NOTE

- A student may only sit for the comprehensive exam a maximum of three times, including all attempts at other national medical board examinations.
- A student has a maximum of 7 years from their start of the program to complete all degree requirements, including sitting for and passing the comprehensive examination.
- Students can apply for graduation only after passing the comprehensive qualifying exam.
- Research students must complete a research project/paper and capstone project.
- Students in the research track or in any of the certificate programs are not required to sit for the comprehensive examination.

CERTIFICATE OF COMPLETION

Students that have successfully completed the core courses of the program with a minimum grade point average of 3.0 may receive a Certificate of Completion.

GRADING POLICY

Students should always refer to the course syllabus. Grading for a course is typically as follows:

- A = 90% - 100% points
- B = 80% - 89.99% points
- C = 70% - 79.99% points
- F = Below 70% points
- I = Incomplete (changes to “F” if work is not completed by the end of the first week of the next semester)

- IP = In progress (incomplete internship, project)
- 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

CERTIFICATE PROGRAM TO MASTER’S PROGRAM

Upon completion of all Post-Baccalaureate Program requirements, a candidate’s credentials may be considered for admission to the Master’s of Biomedical Sciences Program. The file must be appended to include an application for graduate admission, post-baccalaureate course transcripts (GPA of 3.0 or better) and scores at or above the 50th percentile on the GRE, MCAT or DAT (See Master of Science in Biomedical Sciences Program).

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 students) 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.

CHANGE OF STATUS FROM NON-DEGREE-SEEKING TO DEGREE-SEEKING STUDENT

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 with a minimum grade of B to be applied from non-degree to degree-seeking. For additional information students should speak with their academic advisor.

STUDENT CONDUCT CODE

(See Student Handbook)

TRANSFER CREDITS

Graduate coursework up to a maximum of 6 semester hours may be transferred for credits into the BMS program at the discretion of the program director (Grades must be a “B” or higher and courses must have been taken in the last 5 years).

Course Descriptions— Biomedical Sciences Prefix: BMS

501 Biostatistics (3)

This course provides a survey of fundamental statistical concepts. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course. Theoretical concepts, as well as the descriptive and analytic research methods used in research and evaluation of health status and health services.

505 Biotechnology (3)

The immunochemistry module will provide students with a working understanding and the application of sterile techniques, immunochemistry, ELISA techniques, and gel electrophoresis. The molecular biology module will provide students with a working understanding and application of sterile techniques, DNA/RNA extraction and purification, protein identification, electrophoresis, ELISA and PCR techniques. (Special fee).

507 Basic Research Methodology (2-3)

This course is an introduction to principles of biomedical research and critical analysis of the current literature. The course provides an overview of experimental design, statistical analysis and publication preparation.

510 Pathophysiology (3)

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

511 Forensic Pathology (3)

An examination into the field of Forensic Pathology and how this branch of medicine applies the principle and knowledge of the medical sciences in recognizing and interpreting diseases and injuries to the human body in the medico-legal investigation of death.

527 Biochemistry I (3)

Biochemistry I provide an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function and metabolism of biologically important molecules; carbohydrates, fatty acids, proteins and nucleic acids. Enzyme kinetics, allosteric, enzyme inhibition and control are considered in detail. The course concludes with a review of amino acid metabolism. Throughout, the emphasis is placed

on the regulation of metabolic pathways and on their interrelationships in health and disease.

528 Biochemistry II (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis and treatment. Cell membranes and the structure, function and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease; atherosclerosis, hyperlipidemia, obesity and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited. Prerequisites: BMS 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.

537 Molecular Genetics (3)

This course discusses the genetic influences that affect the course of human development from reproduction through the prenatal, neonatal, pediatric, adolescent, and adult periods. Screening protocols, early intervention, and new treatment modalities will be discussed.

547 Neuroanatomy (5)

This course will provide an in-depth review of the neuroanatomy of the central and peripheral nervous systems. The course will include presentation of the morphologic and physiologic aspects of the nervous system, including examination of anatomical models, dissections and histological preparations. Clinical correlations using case studies including normal and pathological imaging studies (e.g. MRI, CT etc) are incorporated to emphasize the important anatomic structures and their function. Lecture and laboratory. (Special fee).

550 Histology and Cell Biology (4)

The course provides an in-depth study of the microscopic anatomy dealing with the structure of cells, basic concepts of cell physiology including structure and function of cellular membranes and organelles, cell growth and communication and nucleic acid structure and synthesis. The course presents the normal microscopic structure of the human body tissues and organs in relation to their functions. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and laboratory. (Special fee).

553 Health Law and Ethics (3)

This course will provide a basic understanding of the legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and

licensing, administrative and corporate law/governance pertaining to health services. The course provides an understanding of applicable laws and regulations, as well as ethical and social issues in health care services. This course provides a practical and applicable framework to analyze the many complex issues in the modern health care industry.

555 Immunology (3)

This course presents fundamental concepts of immunology and the role of the immune system in health and disease, and the use of serological and antibody-based methods in the clinical lab. A Review of the biological effects of immunologic reactions, antibody formation and interactions, and immunological specificity of normal and diseased cells and tissues will be discussed.

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, related specialties and business aspects of dentistry. The course will provide students with a basic understanding of the legal issues including medical malpractice, licensing, administrative and corporate law/governance pertaining to dental health services in addition to ethical and social issues in dental health care.

590 Gross Anatomy (6)

An intensive study of the human anatomy that emphasis the gross structural anatomy of the human body and correlation to clinical medicine. The human body will be correlated with surface anatomy, radiology, osteology and other relevant clinical information. Lecture and lab.

591 Head and Neck Anatomy (3)

An in-depth study of human anatomy that emphasis the gross anatomy of the head and neck and its correlations to clinical medicine and dentistry. The human body will be correlated with surface anatomy, radiology, skull osteology and other clinical information. Lecture and lab.

595 Human Physiology (6)

This course is a comprehensive study of the function and regulation of human organ systems of the body and physiological integration of the systems to maintain homeostasis. Course will include neural & hormonal homeostatic control mechanisms, and study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, endocrine systems and fluid electrolyte balance. Lecture and Lab.

600 (4), 601 (2) Pathology

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 by means of clinical material and case studies.

620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Include drug interactions with biological receptors, absorption, distribution, metabolism, and excretion. Drugs are covered on a systems basis.

623 Medical Microbiology (3)

The fundamentals of microbial physiology, genetics and immunology are presented with important bacterial, viral, parasitic and mycotic infections discussed from the standpoint of etiology, epidemiology, and pathogenesis and laboratory diagnosis. Treatment, prevention, and control of microorganisms are also discussed.

635 Nutrition (2)

The course considers the principles of nutrition and its applications. In particular, selected biochemical aspects of nutrition and the biological effects of excess or deficiency of nutrients will be reviewed. The course has been designed so as to provide the necessary information to allow the student to make informed decisions with regard to nutritional well-being. It prompts the student to learn more about themselves, their diet and the maintenance of sustainable good health. It also serves to raise awareness of topical nutrition issues.

644 Cancer Biology (3)

Major topics considered in this course include: Introduction to concepts and principles of cancer; cellular and molecular mechanisms involved in cancer development and progression; epidemiology and current and future diagnostic and therapeutic regimens involved in the treatment of the disease.

648 Epidemiology (3)

This is a general course in epidemiology with emphasis on current topics and applications in the Public Health arena. 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. Students are expected to gain a fundamental working knowledge of epidemiology methodology. A study of health and health status, and health assessment in the community is an important goal of this course.

665 Advanced Study (not to exceed 3 s.h.)

Courses in Advanced Study include courses in emerging interdisciplinary fields of biomedical science. May include assigned readings from current literature, reports and presentations. (Special fee may apply)

670 Seminar (2)

This course is specifically designed to expose the student to selected current topics in biomedical and clinical sciences, classroom discussion, assigned reading, reports and presentations. The course is specifically designed to improve student presentation skills and potential for collaborative work. Courses may be evaluated by peer presentations throughout the semester.

675 Research (3-6)

A research project under the guidance of an advisor. Specific guidelines and protocols must be approved by the program director prior to the start of the project. (Special fee may apply).

699 Comprehensive Examination (CR/NC)

Master's students must pass a comprehensive qualifying examination based on the required course work in order to receive their degree (Prefix: CMP)

DIVISION OF APPLIED SCIENCE

Gerhild Packert, Ph.D., Professor, Program Director and Associate Dean of the Division of Applied Science

MASTER OF SCIENCE IN MEDICAL BIOTECHNOLOGY & GRADUATE CERTIFICATE IN BIOTECHNOLOGY

Graham Shaw, Ph.D., Professor and Program Director

PROGRAM OVERVIEW

The master's degree in Medical Biotechnology has been designated a Professional Science Master's (PSM) program by the Council of Graduate Schools. It is one of less than 50 such programs in the field of biotechnology in the United States. The Professional Science Master's in Medical Biotechnology is a 32-credit program that will provide graduates with a knowledge of business principles, entrepreneurship, ethics, marketing, communication, leadership, and biotechnology. It is intended to be a non-thesis, terminal degree that crosses disciplinary boundaries and is ideal for preparing graduates for professional nonteaching careers. It is well suited for those entrepreneurial individuals seeking employment after graduation rather than a place in medical school or a Ph.D. Our graduates will possess a strong technical background, combined with knowledge of business practices that will equip them to be successful in the real world, becoming leaders and assuming management roles in the biotechnology industry.

The graduate certificate is ideal for working professionals seeking specific applied knowledge and skills in the area of biotechnology. This certificate program requires the successful completion of 16 - 18 credits of graduate coursework that may be taken in the evenings or at weekend workshops that are taught by industry-based experts.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited or internationally recognized college or university with a record of satisfactory academic work and a 3.0 GPA or better (on a 4.0 scale). Students with a lower GPA may be considered on an individual basis.
- A Graduate Record Examination (GRE) score of 1000 or above (if taken prior to August 1, 2011) or scores of 153 or above in the verbal section and 144 in the quantitative section (if taken on or after August 1, 2011). Students with a lower score may be considered on an individual basis.
- Three letters of recommendation with at least one from a former professor. In the case of potential applicants working in industry, and wishing to return to study, a portfolio of their industrial experiences including a personal statement of how the PSM program will help them achieve their career goals should be included.
- For the Graduate Certificate in Biotechnology, applicants will be considered on an individual basis and acceptance will be based on prior professional experience as well as academic background.
- A personal interview is required for admission to both the PSM and Graduate Certificate programs. It will be arranged only by invitation after the applicant's admissions file is reviewed and the candidate deemed eligible. All applicants who do not give evidence of being native English speakers or who have not graduated from an institution where English is a primary language of instruction are required to submit scores of the test of English as a Foreign Language (TOEFL). TOEFL paper-based test total score of 600, or a minimum computer-based test score of 250, or a minimum Internet-based total score of 100 is required for admission.
- Since our graduates will be required to work safely and efficiently in a laboratory environment matriculants of both the PSM and Graduate Certificate programs will be required to demonstrate ability to read charts, labels, and graphs and discriminate colors and record results prior to matriculation. Furthermore, they should be able to communicate effectively using standard English, and assess non-verbal information and possess the skills necessary to operate instruments and manipulate tools. Successful applicants will also possess the emotional health required to utilize their full intellectual abilities, recognize emergency situations and take appropriate actions

PROGRAM POLICIES AND PROCEDURES

Students are responsible for compliance with the policies of Barry University and the College of Health Sciences. Since these policies are under constant scrutiny, the College of Health Sciences reserves the right to change any provisions or requirement in this document at any time within a student's term of enrollment.

Information technology resources are integral to the education of the graduate student. Barry University provides a number of information technology resources to students, including email, Internet and Intranet services, Web Advisor, library services and access to computer laboratories (see catalog section for Division of Information Technology). Course instructors provide student access to course materials on the Blackboard Learning System and communicate with students through email.

Email is considered the standard and official means of communication between the faculty, staff, and students of the Division of Applied and Biomedical Sciences. For that reason, students must monitor and maintain their Barry University (mymail.barry.edu) email accounts. It is the students' responsibility to check their email regularly so as to stay current with their coursework assignments and deadlines. Due to identity and privacy concerns, administration, faculty and staff of the Division of Applied and Biomedical Sciences may refuse to respond to email messages from students who use external email providers.

PARTICIPATION IN THE INTERNSHIP EXPERIENCE

Participation in the Internship Experience is contingent upon successful completion of all core didactic coursework. Students may be required to relocate during the internship session. Students must be financially prepared to enter into and complete the program. Students must be able to provide their own transportation during the Internship Experience. Every student in the Internship Experience must secure and retain primary care health insurance coverage that meets the Barry University requirements. Coverage must remain in effect at all times while registered in the school. Though students are responsible for finding their own internship, they will be assisted in this process by the Program Director.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

Internship rotation sites may require a criminal background check and may refuse to accept students with documented criminal histories. These checks will be conducted at the students' expense. 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 program and University procedures.

Many internship sites also require drug screening of students prior to, and, in some cases, during the course of clinical training. The Division of Applied Science may therefore require students to undergo background checks and drug screening and exclude or dismiss students who are unwilling to comply with these policies.

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Internship 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. These documents must be obtained at the students' expense and must be presented before the student will be allowed to progress to the internship.

EDUCATIONAL OBJECTIVES

Graduates of the M.S. in Medical Biotechnology will:

- Bring interdisciplinary training to the biotechnology workplace
- Provide leadership for the development of biotechnology policy with respect to ethics, social justice and equity
- Employ safe multi-disciplinary approaches to the solution of industrial and marketing problems in biotechnology
- Demonstrate leadership through the utilization and evaluation of emerging biotechnology techniques that ensure quality and safety
- Employ clinical scholarship and analytical methods for evidence-based practice
- Utilize current information systems and technology for the improvement and transformation of biotechnology protocols
- Perform laboratory procedures at an expert level through the integration of biotechnology, statistics, clinical and health sciences, health law and ethics, and leadership
- Demonstrate knowledge and expertise in a biotechnology-based research capacity and/or industrial setting
- Utilize biotechnology-relevant skills in teamwork, project management, communication and legal/regulatory issues

CURRICULUM FOR THE MEDICAL BIOTECHNOLOGY MS

The curriculum for the Professional Science Master's program in Medical Biotechnology, as proposed here, has been informed by an Advisory Committee of local industry leaders and will feature a 3 - 6 credit internship in the corporate or public sector that may lead to paid employment upon graduation. The Pro-

Professional Science Master's curriculum is classically interdisciplinary, combining graduate study in science with courses in management, leadership, ethics, communication and entrepreneurial skills—some of which will be taught in the D. Inez Andreas School of Business.

Program Outline:

Core Curriculum (9 s.h.)

BIOE 505	Biotechnology	3
BIOE 521	Laboratory Safety: Principles and Practice	3
BIOE 681	Internship	3 - 6

Science Electives (select at least 9 s.h.):

BMS/BIOE 527	Biochemistry I	3
BMS/BIOE 528	Biochemistry II	3
BMS/BIOE 537	Human Genetics	3
BMS/BIOE 644	Cancer Biology	3
HSA 535	Applied Biostatistics	3
BMS/BIOE 555	Immunology	3

Business Electives (select at least 9 s.h.)

HSA 540	Quality Management and Utilization Review	3
HSA 620	Health Care Budgeting & Financial Management	3
HSA 667	Healthcare Leadership	3
HSA 680	Health Care Marketing	3
MBA 605	Entrepreneurial Management	3
HSA 530	Health Law & Ethics	3
	or	
MBA 692	Social, Legal and Ethical Aspects of Business	3
MBA 652	Diversity in the Workplace	3
	or	
NUR 742	Global Leadership Strategies and Diversity Awareness	3
MBA 682	Strategy Formulation, Implementation and Entrepreneurship	3
	or	
HSA 690	Health Care Strategic Planning	3

Workshop Electives (select 1 - 6 s.h.)

Program Outline:

FALL

BMS/BIOE 527	Biochemistry I	3
MBA 692	Social, Legal and Ethical Aspects of Business	3
BIOE 521	Laboratory Safety: Principles and Practice	3

SPRING

BMS/BIOE 537	Human Genetics	3
HSA 535	Applied Biostatistics	3
BIOE 505	Biotechnology	3

SUMMER

BMS/BIOE 665	Advanced study	1
BIOE 681	Internship (250 clinical hours)	3

FALL

HSA 667	Health Care Leadership	3
MBA 682	Strategy Formulation, Implementation and Entrepreneurship	3
BMS/BIOE 555	Immunology	3
		32

The PSM is an 18-month program for full-time students. Upon completion students will receive a master's degree in Medical Biotechnology with a Professional Science Master's designation.

Part-time students may complete the program in 2 years but students must fulfill all core didactic requirements before entering the internship. With the permission of the Program Director and upon completion of 18 graduate credits students may apply for the Graduate Certificate in Biotechnology.

CURRICULUM FOR THE GRADUATE CERTIFICATE IN BIOTECHNOLOGY

Students will be required to take the following courses:

BIOE 427/428 or	
BMS 527/528 Biochemistry	6
BIOE 505 Biotechnology	3
Biotechnology workshops	4

Examples of the workshops are:

PCR, DNA/RNA, ELISA workshops
(See MS in Medical Biotechnology for workshop information)

Students must choose one of the following courses:

BMS/BIOE 550	Histology and Cell Biology	5
BMS/BIOE 553	Health Law and Ethics	3
BMS/BIOE 537	Human Genetics	3
BMS/BIOE 555	Immunology	3
BMS/BIOE 558	Applied Microbiology OR	3
BMS/BIOE 623	Medical Microbiology	3

TOTAL CREDITS 16 - 18

Upon completion students will be awarded a Graduate Certificate in Biotechnology.

ACADEMIC STANDING

To be in good academic standing the student must maintain both a semester average and a cumulative GPA of 3.0.

A student will be placed on academic probation if he/she:

- earns a cumulative or semester GPA below a 3.0, but higher than a 2.0.
- earns at least one D or F grade in any semester.

A student will be suspended if he/she:

- fails, after two consecutive semesters, to bring his/her GPA up to a 3.0, following the probationary period.
- earns a cumulative GPA of 2.0 or lower in any given semester.

A student who has been suspended for academic reasons may petition for readmission. The suspended student must petition the Program Director at least one month before the beginning of the semester in which the student intends to resume the coursework. The student may be declined readmission; the decision of the Program Director is final.

ACADEMIC POLICIES AND PROCEDURES

Students are required to comply with all the policies and procedures outlined in the syllabi for courses in the PSM and the Graduate Certificate programs. Students should refer to the policies and procedures section of this catalog and the Barry University Student Handbook for additional information.

ACADEMIC INTEGRITY AND BEHAVIOR

Promotion of academic integrity and ethical professional academic behavior are objectives of the College of Health Sciences. 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.

ACADEMIC ADVISING

Every student matriculating into the PSM program will be advised by the Program Director. Students are required to make their own academic decisions. It is the role of the Program Director to advise the student but the final decision regarding course selection is the responsibility of the student.

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 Program Director, the Dean of each school involved, and by the Vice President of Student Services.

GRADUATION REQUIREMENTS

Completion of 32 graduate credits, with a minimum grade point average of 3.00 (B), and no more than 8 semester hours of C grade is required for successful graduation from the PSM program. Courses with D or F grades must be repeated and replaced with grades of

B or better. Successful completion of the Internship and all core classes is a requirement for graduation.

Completion of 16 - 18 graduate credits, with a minimum grade point average of 3.00 (B) is required for the award of the Graduate Certificate in Biotechnology.

Course Descriptions —

Core Courses

Prefix: BIOE

505 Biotechnology (3)

Biotechnology is a rapidly growing field that is a combination of disciplines. In this course the students will be exposed to many of the techniques used in the biotechnology industry. The course is divided into two sections: the immunochemistry module will provide students with a working understanding and the application of sterile techniques, immunochemistry, ELISA techniques, and gel electrophoresis; the molecular biology module will provide students with a working understanding and application of sterile techniques, DNA/RNA extraction and purification, protein identification, electrophoresis, ELISA and PCR techniques.

521 Laboratory Safety: Principles and Practice (3)

This course introduces the students to the principles and practices of laboratory safety in a rapidly changing biotechnology environment. The course is designed to increase student awareness of the importance of safety in the biotechnology laboratory with an emphasis on fire safety, chemical safety, laboratory safety and bloodborne pathogens. The course is divided into three distinct sections. Section 1 deals with general safety issues regarding the workforce and risk assessment. Section 2 deals with fire, chemical and laboratory safety issues regarding training, communication, and compliance with CLIA, OSHA and NFPA recommendations. Section 3 covers issues associated with bloodborne pathogens (HIV, TB, Hepatitis B) and how those safety issues relate to a safe laboratory working environment. Completion of the course will prepare students to “work safely” in a biotechnology/health care environment and/or institution.

681 Internship (3)

This course is the capstone requirement for the non-thesis Professional Science Master's in Medical Biotechnology. Students will be assisted in finding a suitable internship by the Program Director. Students will conduct a directed practical research project in a laboratory/business setting under the guidance of an internship mentor. Students will be required to design, implement, and present their research findings. This course will equip the student with many of the workplace skills desired by the current biotechnology industry.

Science Electives

BMS/BIOE 527 Biochemistry I (3)

Biochemistry I provide an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function and metabolism of biologically important molecules: carbohydrates, fatty acids, proteins and nucleic acids. Enzyme kinetics, allostery, enzyme inhibition and control are considered in detail. The course concludes with a review of amino acid metabolism. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease. Same as GMS 527.

BMS/BIOE 528 Biochemistry II (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis and treatment. Cell membranes and the structure, function and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease: atherosclerosis, hyperlipidemia, obesity and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited. Prerequisites: BMS/BIOE 527. Same as GMS 528.

BMS/BIOE 537 Human Genetics (3)

This course discusses the genetic influences that affect the course of human development from reproduction through the prenatal, neonatal, pediatric, adolescent, and adult periods. Screening protocols, early intervention, and new treatment modalities will be discussed.

BMS/BIOE 555 Immunology (3)

A study of antibody formation, antigen-antibody interactions. Review of the biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues will be discussed.

BMS/BIOE 644 Cancer Biology (3)

Major topics considered in this course include: Introduction to concepts and principles of cancer; cellular and molecular mechanisms involved in cancer development and progression; epidemiology and current and future diagnostic and therapeutic regimens involved in the treatment of the disease.

HSA 535 Applied Biostatistics (3)

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as research methodology theory applied to Public Health and Health Services. The course examines theoretical concepts, descriptive and analytic research

methods that are used by the main disciplines engaged in research and evaluation of health status and health services.

Business Electives

Prefix: HSA

530 Health Law and Ethics (3)

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. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative and corporate law/governance pertaining to health services. Appropriate health administration requires not only an understanding of applicable laws and regulations, but also an understanding of the distinct ethical and social issues presented by the provision of healthcare services. Administrators, health professionals, patients and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

540 Quality Management and Utilization Review (3)

This course provides a foundation for the implementation of quality management activities in the health care industry. Examines theory, methods, and assessment tools health care managers and health professionals currently use, creating an environment in which quality can be measured and improved. The course introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation.

620 Health Care Budgeting and Financial Management (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various financial management concepts and tools that are available to them to successfully accomplish their assigned tasks. They must be able to identify the sources of revenue and recognize the expenses that have

an impact on their areas(s) of responsibility, and master the techniques associated with managing this information. Decisions involving financial and human resources must be based on managers' overall understanding of the organization's mission, goals, and objectives. Good managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course will introduce students to the basic concepts and principles of financial management within healthcare organizations. This course is designed to provide the student with an understanding of how health care administrators and managers use financial information to help guide and manage organizations. Students will learn fundamental principles of financial and managerial accounting. They will examine how to better utilize financial information in their own organization. Students who have never taken an undergraduate finance or accounting course will be required to complete BUS 512W Accounting Principles Workshop and BUS514W Finance Workshop.

667 Health Care Leadership (3)

Provides an overview of leadership perspectives and strategies as they apply to health care settings. The course is designed to provide a working knowledge of leadership theory and processes, emphasizing the leader's human resources function in health care settings. Students will develop an understanding and appreciation of how effective health care leaders think, make decisions and solve problems, and accomplish corporate strategy through maximizing employee commitment and other organizational resources. Also, the course endeavors to facilitate self-knowledge and career planning as well as skill development related to health care leadership, particularly skills in gaining commitment, coaching for performance and developing employees.

680 Health Care Marketing (3)

Managers must have an understanding of the various marketing concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving marketing must be based on a manager's overall understanding of the organization's products and services. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate marketing performance and productivity, analyze internal and external resources, and perform a SWOT analysis, present various models and methods for the promotion and positioning of health care services and products. It also emphasizes the importance of a marketing audit and incorporating that audit into the total marketing planning process. The course will also review the importance of marketing research and the analytical tools required to be successful.

690 Health Care Strategic Planning (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various strategic management concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving strategy and marketing must be based on managers' overall understanding of the organization's mission, goals, and objectives. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment. The course also presents various models and methods for planning and positioning of health care services and interpreting surveys used in health services management information systems. It also emphasizes the importance of creating a strategic plan and incorporating that plan into the total strategic planning process. This course represents the program capstone that integrates all previous courses.

Prefix: MBA

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.

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).

682 Competitive Environment & Strategy Formulation (3)

This course introduces the graduate student to the global environment of business, the role and history of business in society, the nature and state of competition and competitive strategy at the corporate, business and operational levels, the relationship among business functions, processes and competencies, the interests of the various stockholders in the firm, and the social and ethical responsibilities of business. The course concludes with a segment on personal career planning. Prerequisites: BUS 505A.

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 that influence the management of business enterprises. Topics such as strategy and the nonmarket environment, nonmarket strategies and government institutions, government and markets, international business and nonmarket issues, and ethics and responsibility are considered.

Prefix: 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.

Workshop Electives

Workshop courses in Advanced Study (1) include courses in emerging interdisciplinary fields of biomedical and applied science. Most are taught by industry experts and will include assigned readings from current literature, reports and presentations. Students may take from 1 - 4 of these workshops with the approval of the Program Director.

BMS/BIOE 665 Advanced Study

Possible topics include the following:

- The Business of Biotechnology
- Chemistry Manufacturing and Control
- Good Manufacturing Practices
- Regulatory Affairs
- Polymerase Chain Reaction
- Protein and DNA Analysis
- Chemical Instrumentation

MASTER OF SCIENCE IN CLINICAL BIOLOGY

Gerhild Packert, Ph.D., Associate Dean and Program Director

PROGRAM OVERVIEW

This master's program in clinical biology is designed to prepare laboratory and allied health professionals for career advancement by providing interdisciplinary educational opportunities in research, biotechnology, clinical practice and health care law, ethics and leadership.

Students can choose between two different specializations, Laboratory Management or Histotechnology.

Both options culminate in a capstone project, where the students will conduct a directed research project around a clinical-case study.

Laboratory Management Specialization

The Laboratory Management Specialization requires 36 graduate credit hours for graduation. Students may choose to attend part-time or full-time as their schedules allow, and may choose among a number of elective courses that meet their individual needs and interests. If attending on a full-time basis, students in this specialization option can complete their master's degree in four semesters. This degree option will prepare the student for leadership positions in research, clinical practice, management and industry.

Histotechnology Specialization

The Histotechnology Specialization requires 34 graduate credit hours for graduation, and is designed to be completed in 12 months. Students must attend on a full-time basis. This degree option will prepare the student for leadership positions in research, industry and clinical practice.

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 of 3.0, or better
- Score of at least 1000 on the Graduate Record Examination (GRE)
- Two letters of recommendation in support of graduate work

A personal interview is required and arranged only by invitation after the applicant's admissions file is reviewed and the candidate deemed eligible. All applicants who do not give evidence of being native English speakers or who have not graduated from an institution

where English is a primary language of instruction are required to submit scores of the test of English as a Foreign Language (TOEFL). TOEFL paper-based test total score of 600, or a minimum computer-based test score of 250, or a minimum Internet-based total score of 100 is required for admission.

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 and manipulate tools

Psychological Skills

- Possess the emotional health required to utilize full intellectual abilities
- Recognize emergency situations and take appropriate actions

PROGRAM POLICIES AND PROCEDURES

Students are responsible for compliance with the policies of Barry University and the College of Health Sciences. Since these policies are under constant scrutiny the College of Health Sciences reserves the right to change any provisions or requirement in this document at any time within a student's term of enrollment.

Information technology resources are integral to the education of the graduate student. Barry University provides a number of information technology resources to students, including email, Internet and intranet services, Web Advisor, 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 email.

Email is considered the standard and official means of communication between the faculty, staff, and students of the Allied Health Professions Program. For that reason, students must monitor and maintain their Barry University (mymail.barry.edu) email accounts. Due to identity and privacy concerns, administration, faculty and staff of the Allied Health Professions Program may refuse to respond to email messages from students who use external email providers.

PARTICIPATION IN THE CLINICAL EXPERIENCE

Participation in the Clinical Experience is a requirement for students in the histotechnology specialization program and is contingent upon successful completion of all didactic coursework. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. Students must be able to provide their own transportation during the Clinical Experience. Every student in the Clinical Experience must secure and retain primary care health insurance coverage that meets the Barry University requirements. Coverage must remain in effect at all times while registered in the school. The University maintains liability insurance for each student entering the Clinical Experience at affiliate sites. There will be an annual fee of \$50 charged to the participating student's account.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

Clinical rotation sites 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 student's continued progress in the academic program will be made by Barry University in accordance with program and University procedures.

Many clinical sites also require drug screening of students prior to, and, in some cases, during the course of clinical training. The Allied Health Professions Program may therefore require students to undergo drug screening and exclude or dismiss students who are unwilling to comply with these policies. Criminal background checks and drug screening are done at the student's expense.

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Experience, the student must present proof of medical insurance, physical examination, and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation Tetanus (DTP), MMRx2, and Hepatitis B. These documents must be presented before the student will be allowed to progress to Clinical Experience status. Immunizations and physical examinations are done at the student's expense.

ACADEMIC POLICIES AND PROCEDURES

Students are responsible for all material and assignments covered in every course and all examinations, including all unannounced quizzes. Attendance

at scheduled exams is mandatory. Examinations may be given outside of normal class hours due to space or time limitations. Acceptance of excuses for absences and administration of make-up examinations are solely at the discretion of the instructor.

EDUCATIONAL OBJECTIVES

Students completing the program will have acquired the ability to:

- Demonstrate competencies in the basic procedures required in their specialization
- Demonstrate the skills and attitudes needed for clinical competencies in the medical laboratory science profession
- Practice principles of laboratory safety procedures
- Operate all laboratory equipment; perform maintenance procedures and quality control
- Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical laboratory
- Integrate knowledge 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

CURRICULUM

The curriculum is reflective of a program of graduate study that provides for intense and analytic exploration of laboratory and clinical science, professional practice, technological applications and research methodology.

Students will have the opportunity to develop skills that prepare them for leadership positions in health sciences, research and industry.

Specialization: Laboratory Management

Program Outline:

Core Curriculum:

BIOE 505	Biotechnology	3
BIOE 601	Pathology	3
HSA 520	Managerial Epidemiology	3
HSA 530	Health Law and Ethics	3
HSA 535	Applied Biostatistics	3
HSA 540	Quality Assurance and Utilization Review	3
HSA 620	Health Care Budgeting and Financial Management	3
HSA 667	Health Care Leadership	3
BIOE 671	Capstone Project	3

Electives (select 3 s.h.):

HSA 525	Health Care Policy	3
HSA 650	Health Services Research and Program Evaluation	3
HSA 690	Health Care Strategic Planning	3

Electives (select 6 s.h.):

BIOE 527	Biochemistry I	3
BIOE 528	Biochemistry II	3
BIOE 537	Molecular Genetics	3
BIOE 555	Immunology	3
BIOE 623	Medical Microbiology	3
BIOE 644	Cancer Biology	3
		36

15-month program for full-time students. Upon completion students receive a master's degree in Clinical Biology.

Specialization: Histotechnology

Program Outline:

FALL

BIOE 550	Histology and Cell Biology	5
HSA 530	Health Law and Ethics	3
BIOE 545	Microtechnique	3
HSA 667	Health Care Leadership	3

SPRING

BIOE 603	Advanced Histotechnology	3
HSA 535	Applied Biostatistics	3
BIOE 601	Pathology	4
BIOE 505	Biotechnology	3

SUMMER

BIOE 547	Clinical Experience (300 clinical hours)	3
BIOE 671	Capstone Project	3
		33

12-month program for full-time students. Upon completion students will receive a master's degree in Clinical Biology and a certificate in Histotechnology and will be eligible to sit for the American Society for Clinical Pathology (ASCP) histotechnologist (HTL) examination.

ACADEMIC STANDING

To be in good academic standing the student must maintain both a semester average and a cumulative GPA of 3.0.

A student will be placed on academic probation if he/she:

- earns a cumulative or semester GPA below a 3.0, but higher than a 2.0.
- earns at least one D or F grade in any semester

A student will be suspended if he/she:

- fails, after two consecutive semesters, to bring his/her GPA up to a 3.0, following the probationary period
- earns a cumulative GPA of 2.0 or lower in any given semester

A student who has been suspended for academic reasons may petition for readmission. The suspended student must petition the Program Director at least one month before the beginning of the semester in which the student intends to resume the coursework. The student may be declined readmission; the decision of the Program Director is final.

ACADEMIC INTEGRITY AND BEHAVIOR

Promotion of academic integrity and ethical professional academic behavior are objectives of the College of Health Sciences. 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.

ACADEMIC ADVISING

Every student matriculating into the Allied Health Professions Program is assigned an academic advisor by the Associate Dean. Students are required to make their own academic decisions after consultation with the advisor. The advisor's role is to advise the student but the final decision is the responsibility of the student.

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 Division of Student Affairs.

GRADUATION REQUIREMENTS

Completion of 36 or 33 graduate credits, respectively, with a minimum grade point average of 3.00 (B) and no more than 6 semester hours of C grade is required for graduation. Courses with D or F grades must be repeated and replaced with grades of B or better. Successful completion of the Capstone Project is a requirement for graduation.

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): 5600 N. River Rd., Suite 720, Rosemont, IL 60018 / Telephone: 773-714-3415 / Fax: 773-714-8886 / E-mail: info@naacls.org / Website: www.naacls.org.

Course Descriptions— Prefix: BIOE

505 Biotechnology (3)

This course will provide students with an everyday understanding and application of molecular and immunological technique.

527 Biochemistry I (3)

Biochemistry I provides an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function and metabolism of biologically important molecules, carbohydrates, fatty acids, proteins and nucleic acids. The course concludes with a review of amino acid metabolism. Enzyme kinetics, allostery, enzyme inhibition and control are considered in detail. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease.

528 Biochemistry II (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis and treatment. Cell membranes and the structure, function and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease, atherosclerosis, hyperlipidemia, obesity and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited.

537 Molecular Genetics (3)

This course will provide students with an understanding of current theories of mechanisms of human inheritance and their application in modern medicine and technology.

545 (Same as 445) Microtechnique (3)

Theory and extensive hands-on experience in the histotechnology laboratory. Students learn how to use basic instrumentation in preparation for the Clinical Experience.

547 Clinical Experience (3)

Clinical Experience with students' first exposure to the clinical environment. Prerequisite: Completion of didactic portion of the histotechnology specialization.

550 Histology and Cell Biology (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.

555 Immunology (3)

Major topics considered in this course are antibody formation, antigen antibody interactions, biological

effects of immunologic reactions, and immunological specificity of normal and diseased cells and tissues.

601 Pathology (3)

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 will be discussed. Lecture and lab.

603 Advanced Histotechnology (3)

This course introduces students to advanced aspects of histological procedures used in clinical settings, focusing on the theoretical basis of immunohistochemistry, enzyme histochemistry and electron microscopy. Working in teams, all students will conduct a directed research project around a clinical case study. Students will be required to work collaboratively in the design, implementation, and presentation of their research findings. Prerequisites: BIOE 545.

623 Medical Microbiology (3)

This course covers the physical and chemical structure of bacteria and fungi, major human diseases associated with these microorganisms including identification, pathogenicity, mode of transmission, treatment, and chemotherapeutic drugs. 3 hours lecture, 2 hours lab weekly. Same as PDY 623.

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.

665 Advanced Study (1-3)

Courses in advanced study include courses in emerging interdisciplinary fields of biomedical science. May include assigned readings from current literature, reports and presentations.

671 Capstone Project (3)

This course is the Capstone Project for the MS in the Applied Biology degree program. Students will conduct a directed research project around a clinical case-study.

Students will be required to design, implement, and present their research findings.

For course description of all other courses see appropriate section of University Catalog.

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 nine-month program that prepares the student for histotechnology certification. A five-month Clinical Experience at one of the program's clinical affiliate sites 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 health care profession one of the most exciting and dynamic in the workplace today.

Barry University's Post-Baccalaureate Certificate in Histotechnology Program 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 the student's 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

This program has a fall start only. Applications are accepted on an ongoing basis, however admission decisions will not be made until mid-spring prior to the desired fall start date. Students seeking admission to the Post-Baccalaureate Certificate in Histotechnology Program 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 is 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 2.75 (on a 4.0 scale).

PREREQUISITES

- Biology (12 semester hours)
- Chemistry (8 semester hours)
- Math (6 semester hours)

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 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, or 79 on the Internet-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)
BIOE 300	QC in the Laboratory (2)
BIOE 317	Laboratory Management Seminar (2)
BIOE 445	Microtechnique Lecture (2)
BIOE 445L	Microtechnique Lab (2)
BIOE 450	Histology Lecture (2)
BIOE 450L	Histology Lab (2)
BIOE 460	Advanced Histotechnology I (2)
BIOE 465	Advanced Histotechnology II (2)
BIOE 484	Clinical Experience I (2-6)
BIOE 489	Clinical Experience II (2-6)

See Undergraduate Catalog for course descriptions.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

Clinical rotation sites 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 student's continued progress in the academic program will be made by Barry University in accordance with program and University procedures.

Clinical sites also require drug screening of students prior to, and, in some cases, during the course of clinical training. The Allied Health Professions Program may therefore require students to undergo drug screening and exclude or dismiss students who are unwilling to comply with these policies. Criminal background checks and drug screenings are done at the student's expense. 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.

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Experience, the student must present proof of medical insurance, physical examination and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation tetanus (DTP), MMRx2, and Hepatitis B. These documents must be presented before the student will be allowed to progress to Clinical Experience status. Immunizations and physical examinations are done at the student's expense.

PARTICIPATION IN THE CLINICAL EXPERIENCE

Participation in the Clinical Experience is a requirement for students in the histotechnology specialization programs and is contingent upon successful completion of all didactic coursework. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. Students must be able to provide their own transportation during the Clinical Experience. Every student in the Clinical Experience must secure and retain primary care health insurance coverage that meets the Barry University requirements. Coverage must remain in effect at all times while registered in the school. The University maintains liability insurance for each student entering the Clinical Experience at affiliate sites. There will be an annual fee of \$50 charged to the participating student's account.

The minimum 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 a 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 minimum 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.

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): 5600 N. River Rd., Suite 720, Rosemont, IL 60018 / Telephone: 773-714-3415 / Fax: 773-714-8886 / E-mail: info@naacls.org / Website: www.naacls.org.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

Darlene Kluka, Ph.D., D.Phil., Dean
Rev. Carl R. Cramer, Ed.D., Associate Dean

Faculty: Amasay, Cramer, Cremades, Egret, Hicks, Kluka, Kuo, Ludwig, Mier, Nixon, Rosenberg, Shapiro, Simpson, Tamulevicius, Tashman, 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 and Wellness (CRW).

Barry University's School of Human Performance and Leisure Sciences is located in the Health and Sports Center. The Health and Sports Center houses two departments (i.e., ICA and SES), within the School of HPLS and is fully equipped with state-of-the-art equipment in an Athletic Training Room and research-oriented Human Performance Laboratory, Performance Behavior Laboratory, Athletic Training Laboratory, and a Biomechanics Laboratory, an arena for basketball and volleyball, a Strength and Conditioning Room, classrooms, locker rooms, and offices. A Fitness Center is located in the Landon Student Union. There are quality exterior facilities for baseball, softball, soccer, and tennis, along with multipurpose recreational fields. 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, and 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 Physiology, and Sport, Exercise & Performance Psychology. 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.

VISION AND MISSION

The Vision of HPLS

The School of Human Performance and Leisure Sciences advances human potential through the integration of mind, body, and spirit in pursuit of excellence.

The Mission of HPLS

The School of Human Performance and Leisure Sciences serves local and global communities through scholarship and professional practices in science, sport, recreation, and wellness.

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 graduate majors for sport-related careers in Athletic Training, Biomechanics, Exercise Physiology, Sport, Exercise & Performance Psychology 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.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Michael L. Covone, M.S., Director of Athletics

Bridget Lyons, Ph.D., Sr. Associate Director of Athletics/SWA

Jamie Carrig, M.S., Associate Director of Athletics

Alison Fitzgerald, J.D., Assistant Director of Athletics

MISSION AND PURPOSE

The mission of intercollegiate athletics (ICA) department and its programs is to provide opportunities for those with outstanding athletic abilities to excel in intercollegiate sport participation while completing their degrees in higher education at Barry University. As the most visible and prestigious program combining academic and athletic excellence on campus, the ICA departmental mission is a vital part of overall student life at Barry University.

ICA fulfills its role within the mission of Barry University by complementing classroom instruction. Each sport program integrates body, mind and spirit in healthy athletic competition that promulgates the university's core commitments: teamwork, fair play, self-discipline, search for knowledge and truth through intercollegiate sport competition, and social justice involving experiences with team members of differing nationalities and ethnic backgrounds. A caring environment is provided by assuring the academic, physical, emotional and social welfare of our student-athletes through the leadership provided by a well-qualified teaching/professional staff, academic support services, comprehensive health care and coverage, and safe playing and practice conditions.

All athletic activities and events are actively published and promoted to also elicit involvement and support from the community. In return, student-athletes are encouraged to participate in global through local civic and charitable events. Additionally, ICA serves as a vehicle by which the university extends its presence in a variety of communities. Staff, coaches, and student-athletes must, therefore, display a professional decorum suitable for very visible ambassadors of Barry University. Furthermore, the intercollegiate athletics

program will be operated within strict adherence to the published rules of the NCAA and the Sunshine State Conference (SSC) in order to assure that the university's status within the community always remains a positive one.

As an NCAA Division II member school, Barry University furthers the university's commitment to excellence by providing a nationally competitive intercollegiate athletics program that offers national recognition for student-athletes. It is home to the 1989, 1992, and 1993 NCAA Champions in Women's Soccer, the 1995, 2001, and 2004 NCAA Champions in Women's Volleyball, the 2007 NCAA Champions in Men's Golf, the 2010 NCAA Champions in Men's Tennis, and the **2011 NCAA Champions in Women's Tennis**. The ability of Barry's female and male student-athletes to balance the demands of high level athletic participation with outstanding academic success ranks the university as one of the top academic/athletic institutions of its kind in the United States. The Barry University community is proud to currently boast a reported NCAA Academic Success rate of 86%.

To participate in intercollegiate athletics as an entering freshman with no previous full-time college attendance, the student-athlete must be admitted to Barry University and must meet conference and NCAA eligibility requirements, including certification by the NCAA eligibility center. These requirements include high school graduation with a minimum cumulative grade-point average of 2.000 (based on a maximum 4.000) in a successfully completed core curriculum of at least 14 academic courses (per NCAA Bylaw 14.3.1.1), and a combined SAT score of 820 (if taken on or subsequent to April 1, 1995), or a minimum sum score of 68 on the ACT. These required SAT or ACT scores must be achieved under national testing condi-

tions on a national testing date. The *NCAA Guide to International Academic Standards for Athletics Eligibility* contains the acceptable credentials applicable to foreign academic records that satisfy the graduation and core-curriculum requirements for initial eligibility specified in NCAA Bylaw 14.3.

All transfer students must meet the institution's general admissions requirements, as well as NCAA and Sunshine State Conference transfer rules in order to practice and compete in intercollegiate athletics.

In order to maintain eligibility and continue participation, all student-athletes are required by the NCAA to be in good standing with the university and, as per NCAA Bylaw 14.4, must be making satisfactory progress toward a Baccalaureate degree.

All student athletes must provide proof of adequate health insurance and pass the university's medical clearance examination prior to participation in athletics. If proof of insurance is not presented, the student-athlete will be issued student health insurance through the University and billed accordingly. Any eligible student may try out for any of the twelve sports by contacting the appropriate head coach prior to the opening of the season.

Coaching Staff:

MEN'S:

BASEBALL
BASKETBALL
GOLF
SOCCER
TENNIS

Marc Pavao, M.S.
Cesar Odio, M.S.
Jimmy Stobs, B.A.
Steve McCrath, M.S.
George Samuel, Ph.D.

WOMEN'S:

BASKETBALL
ROWING
GOLF
SOCCER
SOFTBALL
TENNIS
VOLLEYBALL

Bill Sullivan, M.S.
David Sanderson, B.A.
Shannon Sykora, B.A.
Fred Jungemann, B.A.
Danielle Penner, M.S.
Avi Kigel, M.S.
Steve Hendricks, M.S.

DEPARTMENT OF CAMPUS RECREATION AND WELLNESS

Ed Londono, M.S., Director

Dan Hill, M.S., Fitness Center Director

Lorean Mapp, M.S., Wellness Coordinator

Andrew Havens, M.S., Intramural Coordinator

The Department of Campus Recreation and Wellness (CRW) provides students, faculty and staff with a broad selection of structured sport, wellness/fitness, and recreational opportunities that promote the development of active lifetime patterns for health maintenance, weight management, stress reduction, chronic disease prevention, and long-term well-being.

These programs support an integrated body, mind, and spirit approach that rounds out the total campus experience for students by providing healthy and active alternatives for out-of-class leisure hours, as well as social opportunities for faculty and staff to engage in exercise and wellness activities.

WELLNESS ACTIVITIES

- Aerobic Exercise
- Boot Camp
- Cardio Kickboxing
- Spinning
- Pilates
- Tai Chi
- Yoga
- Zumba

INTRAMURAL SPORTS (all co-ed)

- Archery
- Basketball
- Flag Football
- Soccer
- Softball
- Dodgeball
- Volleyball
- Kickball
- Whiffle Ball

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. Credits used to earn a degree at another institution will not be accepted.

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 1 credit per term. SES 699 satisfies this requirement if not enrolled in regular coursework applicable towards the degree. A candidate must be enrolled in at least 1 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 Physiology specialization select either the "Clinical track", or the "Sport Performance track", both of which culminate in either a thesis or an internship. Students in the M.S. in Movement Science Sport, Exercise & Performance Psychology specialization select either the "research" option, which requires the submission of a written thesis at six (6) credit hours, the "applied" option, which involves completion of six (6) credit hours of practicum coursework or the "dual" option which encompasses both the research and applied options.

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 an additional quantitative or qualitative research course, SES 624 (Advanced Statistics in Sport and Exercise Science) or SES 630 (Qualitative Research in SES) for 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 comprehensive 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 Internship Coordinator 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

Kathryn Ludwig, Ph.D., Department Chair

The Department of Sport and Exercise Sciences (SES) offers three graduate degree programs:

MASTER OF SCIENCE IN MOVEMENT

SCIENCE (M.S.) with a choice of:

Exercise Physiology Specialization
Injury and Sport Biomechanics Specialization
Sport, Exercise, & Performance 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 (See M.B.A. degree program for complete details on prerequisites and admission as well.)

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

Sport and Exercise Sciences are part of a liberal education and are gleaned from traditional parent disciplines in the humanities; biological, behavioral, and sociological sciences; and the arts. This format of scientific inquiry sharpens students' perspectives about themselves and the world around them and develops new and creative ways of thinking. It is also the foundation upon which professional practice knowledge, essential for success in a career, is constructed. We aspire to be the department of choice for students majoring in sport and exercise sciences who desire an international premium ethically-based and market-related education in a diverse, caring and nurturing environment with committed and professionally competent faculty who excel in teaching, service and scholarship. We strive to create an environment conducive to the scholarly development and growth of faculty and provide opportunities for professional and personal growth. We engage in top quality education based upon critical and independent thinking that facilitates young professionals to become successful in their chosen fields upon graduation. In the Catholic intellectual tradition, we facilitate sport and exercise sciences content and experiential growth in each student through the development of confidence and competence while offering the appeal of a small private University. We contribute to research-based evidence and generate new knowledge in our respective academic fields by producing high-quality research that is locally and internationally relevant and ethically responsible. We strive to reach out locally and internationally to fulfill our social responsibility by facilitating collaborative partnerships that benefit Barry University, faculty and students and our fields of study.

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 PHYSIOLOGY
INJURY AND SPORT BIOMECHANICS
SPORT, EXERCISE, & PERFORMANCE
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 Program Goals

Upon successful completion of the program leading to the Master of Science degree in Movement Science, Movement Science students will demonstrate:

RESEARCH SKILLS–

Students will critically examine research methods and designs used in a variety of Movement Science settings, and develop research techniques, including the ability to define research problems, write hypotheses, review and interpret literature, apply research designs, organize, analyze, and present data.

ETHICAL DECISION MAKING SKILLS–

Students will demonstrate knowledge of and collectively appraise ethical issues in movement science as they affect individuals, communities, society and movement science professions. Students will also demonstrate the ability to apply an ethical framework to make personal and professional decisions.

PROFESSIONALISM–

Students will demonstrate and integrate the roles of a movement science professional while assuming personal responsibility for continuing professional competence and development.

PRACTICAL/CLINICAL SKILLS–

Students will demonstrate the competencies that meet the standards for the profession in the application of movement science principles.

COMMUNICATION SKILLS–

Students will demonstrate effective oral and written communication skills, including scholarly writing and academic presentations.

THEORETICAL KNOWLEDGE–

Students will demonstrate knowledge of, evaluate, and utilize appropriate discipline-related theory within an advanced movement science context.

Movement Science Curriculum

The M.S. in Movement Science consists of a total of 36 credit hours. This includes 15 credit hours of Movement Science graduate core courses (see below) and a minimum of 21 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 Physiology and Injury and Sport Biomechanics specializations must complete undergraduate coursework in anatomy and kinesiology or biomechanics prior to admission. Students in the Sport, Exercise, and Performance 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
	OR	
SES 546	Qualitative Analysis in Biomechanics	3

To satisfy the ethics component to the University's mission:

*SES 621	Ethical Issues in Sport and Exercise Sciences	3
	OR	
SES 678	Professional Ethics in Sport, Exercise, and Performance Psychology (SEPP students only)	3

To satisfy the research or advanced applied studies component:

SES 616	Research Methodology in SES	3
SES 689 & 690	Thesis I and Thesis II (Exercise Physiology Thesis plan of study, Injury and Sport Biomechanics, General Option, Sport, Exercise & Performance Psychology Research Option)	6
	OR	
SES 679	Internship/Project (Exercise Physiology Internship plan of study, General Option)	6
	OR	
	(for Sport, Exercise & Performance Psychology Applied Option)	
SES 677	Sport, Exercise & Performance Psychology Service Delivery	3
SES 678	Sport, Exercise & Performance 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 PHYSIOLOGY SPECIALIZATION

The specialization in Exercise Physiology 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 Physiology 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, practica and internships. The degree program includes the twelve credit hour core in movement science, fifteen credit hours in Exercise Physiology, and nine credit hours in one of the two Exercise Physiology tracks: Clinical Exercise Physiology or Physiology of Sport Performance. Students have a choice between internship or thesis plan of study within each track.

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 Physiology 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 Physiology Course Requirements 15

SES 561	Advanced Exercise Physiology	3
SES 565	Laboratory Techniques in EXP	3
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:

Clinical Exercise Physiology Track Course Requirements 6

Internship plan of study

Choice of 2 electives from the following:

SES 537	Sport Psychology	3
SES 541	Clinical Exercise Physiology	3
SES 551	Fitness Assessment and Program Development	3
SES 600	Advanced Studies in Clinical Exercise Physiology	3
SES 625	Motor Learning and Control	3

Thesis plan of study

SES 624	Advanced Statistics for Sport & Exercise Science	3
Choice of 1 elective from the following:		
SES 537	Sport Psychology	3
SES 541	Clinical Exercise Physiology	3
SES 551	Fitness Assessment and Program Development	3
SES 600	Advanced Studies in Clinical Exercise Physiology	3
SES 625	Motor Learning and Control	3
Degree Total:		36

OR

Physiology of Sport Performance Track Course Requirements 6

Internship plan of study

Choice of 2 electives from the following:

SES 537	Sport Psychology	3
SES 551	Fitness Assessment and Exercise Programming	3
SES 563	Applied Physiology of Strength & Conditioning	3
SES 600	Advanced Studies in Sport Physiology	3
SES 625	Motor Learning and Control	3

Thesis plan of study

SES 624	Advanced Statistics for Sport & Exercise Science	3
Choice of 1 elective from the following:		
SES 537	Sport Psychology	3
SES 551	Fitness Assessment and Program Development	3
SES 563	Applied Physiology of Strength & Conditioning	3
SES 600	Advanced Studies in Sport Physiology	3
SES 625	Motor Learning and Control	3
Degree Total:		36

B.S. to M.S. Option

Students may opt for the M.S. degree program in Movement Science specializing in Exercise Physiology 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 B.S. to 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 9 credits with an additional 12 credits in either an Athletic Training or Biomechanics track.

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.

Movement Science Graduate Program Core (15 credits) – see listing 15

Injury and Sport Biomechanics Specialization 9

SES 547	Biomechanics of Musculoskeletal Injury	3
SES 590	Gross Anatomy of the Musculoskeletal System	3
SES 627	Laboratory Instrumentation in Biomechanics	3

Students must select one of the following tracks to complete the program requirements:

Athletic Training Course Requirements		12
SES 545	Manual Techniques	3
SES 686	Advanced Practicum I	1
SES 686	Advanced Practicum II	1
SES 686	Advanced Practicum III	1
Thesis students:		
SES 624	Advanced Statistics for Sport & Exercise Science	3
SES Elective		3
Internship students:		
Select 2 SES Electives		6

OR

Biomechanics Course Requirements		12
SES 546	Qualitative Analysis in Biomechanics	3
SES 624	Advanced Statistics for Sport & Exercise Science	3
SES 626	Mechanical Analysis of Human Movement	3
SES 686	Advanced Practicum	3
Degree Total		36

**Other Barry graduate level courses may be substituted as electives, subject to prior approval by the Department Chair.

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 B.S. to M.S. option is available from the academic advisor or the program director for Athletic Training. (See Barry University undergraduate catalog for specific details).

SPORT, EXERCISE, & PERFORMANCE PSYCHOLOGY SPECIALIZATION

The specialization in Sport, Exercise, & Performance Psychology (SEPP) combines both theory and practice in preparing students for leadership roles in sport, exercise, and overall performance enhancement. Teaching, coaching, performance consulting, consulting and research are examples of career fields in which professional opportunities are available. Graduates are also prepared to pursue doctoral study. Degree prepara-

tion includes advanced coursework in the sport sciences and in psychology, focusing on the thought processes that ultimately influence the behavior of individuals involved in sport, exercise, and other performance activities such as dance or music. 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, & Performance Psychology Service Delivery and SES 678 Sport, Exercise, & Performance Psychology Professional Practice at three (3) credit hours per course) will be provided with applied experiences and begin accumulating hours applicable toward Association for 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, Exercise, and Performance 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 wishing to pursue the "dual" track (i.e., both the applied (leading towards AASP provisional status certification) AND research emphasis) in Sport, Exercise, and Performance Psychology must include in their plan of study: SES 662 Exercise Psychology (3) AND SES 624 Advanced Statistics for Sport & Exercise Science or SES 630 Qualitative Research in SES (3), SES 677 Sport, Exercise, & Performance Service Delivery (3), SES 678 Sport, Exercise, & Performance Professional Practice (3), AND SES 689 Thesis I and SES 690 Thesis II (6). This plan of study will require nine (9) additional credits to complete both emphases for a total of 45 credits. Students choosing this option must successfully complete all requirements for both emphases for M.S. degree conferral.

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, Exercise, and Performance 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, Exercise & Performance 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 Psychology	3
PSY 531	Psychological Disorders	3

**Plus a choice of one of the following electives:
(3 credit hours minimum)

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 624 Advanced Statistics for Sport & Exercise Science 3

OR		
SES 630	Qualitative Research in SES	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 Sciences 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
(please note, some of the classes listed below have prerequisites)

SES 537	Sport Psychology	3 cr.
SES 541	Clinical Exercise Physiology	3 cr.
SES 541L	Clinical Exercise Physiology 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 Strength and Conditioning	3 cr.
SES 565	Laboratory Techniques in EXP	3 cr.
SES 578	ECG Interpretation and Exercise Testing	2 cr.
SES 585	The Law in SES	3 cr.
SES 590	Gross Anatomy of the Musculoskeletal System	3 cr.
SES 600	Advanced Qualitative Research Methods in SES	3 cr.
SES 618	Fitness and Wellness Promotion	3 cr.
SES 624	Advanced Statistics for Sport & Exercise Science	3 cr.
SES 625	Motor Learning and Control	3 cr.
SES 627	Laboratory Instrumentation in Biomechanics	3 cr.
SES 630	Qualitative Research in SES	3 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.
Degree Total:		36

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 areas of sport in its global sense (e.g., amateur and professional sports; scholastic and collegiate athletics; facility and event management; sport marketing; resort and tourism; parks and recreational centers; sport and community transformation, etc.). Degree preparation includes theoretical frameworks in management applied to sport settings, enabling graduates to practice and promulgate ethical decision making and human value-driven initiatives.

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.

Sport Management Program Goals and Objectives

Students will:

Program Goal 1:

Integrate advanced practice core competencies and professional competence and development in the application of sport management.

Program Goal 2:

Integrate appropriate theory and research in sport management and related fields as paradigms for organizational decision making.

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 Dean or Dean's designee, Andreas School of Business, reserve the right to establish a minimum undergraduate GPA as well as a minimum GRE or GMAT score for applicants. Check with the Sport Management Program Coordinator for specifics on minimum requirements for the above.)

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	Sport Governance	3

Internship option:

SES 679	Internship/Project	6
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OR

Thesis option:

SES 689	Thesis I	3
SES 690	Thesis II	3
SES 624	Advanced Statistics for Sport & Exercise Sciences	3
	OR	
SES 630	Qualitative Research in SES	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 Issues in Sport and Exercise Sciences	3

* Upon special request by the advisor to 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: To increase academic flexibility, students are permitted three (3) electives in their course of study. These tracks of specializations, or "clusters", may be developed in areas of interest such as sport media, international sport, business, law, research, or others. Select from the Sport Management and Business course electives listed under the M.S. in Sport Management, subject to Graduate Committee approval.

Choose three (3) electives from the list below, totaling a minimum of three (9) credit hours and approved by one's Graduate Committee.

SES 531	Media Relations and Sport	3
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
SES 600	Advanced Studies in ...	3
MBA 601	Human Resource Management	3
MBA 603	International Business	3
MBA 605	Entrepreneurial Management	3

Degree Total: (M.S. in Sport Mgmt.) 36

* SES 530 is a prerequisite for students without a degree in sport management or business.

** Other MBA courses may be substituted as electives, subject to approval by Associate Dean and the student's Graduate Committee, with appropriate prerequisites for MBA course enrollment.

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	Sport Governance	3

Internship option:

SES 679	Internship/Project	6
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OR

Thesis option:

SES 689	Thesis I	3
SES 690	Thesis II	3
SES 624	Advanced Statistics for Sport & Exercise Sciences	3
OR		
SES 630	Qualitative Research in SES	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 Issues in Sport and Exercise Sciences	3

Sport Management Electives: 3

Thesis Option: No electives are required.

Internship Option: Choose one (1) elective from the list below as approved by one's graduate committee.

SES 531	Media Relations and Sport	3
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
SES 600	Advanced Studies in ...	3

Business Course Requirements 27

MBA 603	International Business	3
MBA 617	Technology & Information Systems	3
MBA 621	Managerial Finance	3
MBA 646	Marketing in a Dyn Environ	3
MBA 660	Managerial Accounting	3
MBA 681	Economics for Strategic Decisions	3
MBA 682	Strategy Formulation, Implementation & Entrepreneurship	3
MBA 683	Leadership and Advanced Management Concepts	3
MBA 692	Social, Legal and Ethical Aspects of Business	3

* SES 530 is a prerequisite for students without a degree in sport management or business.

Prerequisite and Preparatory Courses

MBA students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MBA coursework is at the discretion of the Dean or the Dean's designee. MBA students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

6 credit hours of Financial and Managerial Accounting
6 credit hours of Macro and Microeconomics
3 credit hours of College Algebra or Precalculus
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, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS 511W	Precalculus and statistics: 20 hour workshop	
BUS 512W	Accounting Principles: 20 hour workshop	
BUS 513W	Economics: 20 hour workshop	
BUS 514W	Finance: 6 hour workshop	
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	
Degree Total: (M.S./M.B.A. dual degree)		57

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 Barry University undergraduate catalog for specific details.) Students complete 36 graduate credit hours (6 of which count in the Undergraduate Sport Management degree), 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 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

SES 585	The Law in SES	3
SES 616	Research Methodology in SES	3
SES 634	Sport Governance	3

Internship Option

SES 679	Internship/Project	6
OR		

Thesis Option

SES 689	Thesis I	3
SES 690	Thesis II	3
SES 624	Advanced Statistics for Sport & Exercise Sciences	3
OR		
SES 630	Qualitative Research in SES	3

Customized Electives 12-15

To increase academic flexibility, students are permitted to choose electives in their course of study. These tracks of specializations, or "clusters", may be developed in areas of interest such as sport media, international sport, business, law, research, or others. Select from the Sport Management and Business course electives listed under the M.S. in Sport Management, subject to Graduate Committee approval.

Degree Total: (B.S. to M.S. in Sport Management) 30

Graduate Course Descriptions— Sport and Exercise Sciences Prefix: SES

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.

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.

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, 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 optimal performance, 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 Clinical Exercise Physiology (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 Clinical Exercise Physiology 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.

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.

563 Applied Physiology of Strength and Conditioning (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.

565 Laboratory Techniques in Exercise Physiology (3)

This course provides in-depth experience in tests and measurements used in an exercise physiology laboratory for purposes of clinical, health and fitness, and sport performance research. Measurements include oxygen uptake, blood lactate, ECG, spirometry, air plethysmography, hydrostatic weighing and DEXA. Laboratory techniques are applied to exercise tests and body composition analyses with the purpose of evaluating the physiological responses to exercise. \$50 laboratory fee required. Prerequisite: SES 361 or equivalent, and SES 561 or taken concurrently.

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 of the Musculoskeletal System (3)

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. This course focuses on musculoskeletal gross anatomy of the spine and extremities

600 Advanced Studies in _____ (2-4)

Opportunity for further study and research in areas of special interest. Prerequisite: Department Chair approval.

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 Ethical Issues in Sport and Exercise Sciences (3)

A seminar style course which reviews and discuss current issues impacting the sport and exercise professional in the fields of sport management, exercise physiology, athletic training, biomechanics and sport and exercise psychology. 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 and exercise enterprise.

624 Advanced Statistics for Sport & Exercise Sciences (3)

Examines advanced competencies to conceptualize, design, analyze, report and publish quantitative research that delivers new and useful knowledge. Emphasis is placed on a variety of common statistical procedures in the Sport and Exercise Sciences and the assumptions and criteria for selection that underlies each. The ethical issues associated with design, data collection, data analysis, and data reporting are also emphasized. This course balances its presentation of research theory and computer-based tools with application to real world problems in Sport and Exercise Science. Prerequisite: SES 616

625 Motor Learning and Control (3)

A course of study for graduate movement science students in the study of the principles of coordination and control of movement. Emphasis is on the neurophysiological mechanisms that apply to the processes of voluntary movement. Prerequisites: BIO 230, BIO 240.

626 Mechanical Analysis of Human Performance (3)

This is a course for graduate movement science students in the advanced study of physical laws and mechanical concepts, with an emphasis on those relevant for the analysis of human movement. Includes mathematical computation and application to selected activities in sport and disability sport, gait, industry, and orthopedics. Prerequisites: SES 520, MAT 211, PHY 201.

627 Laboratory Instrumentation in Biomechanics (3)

A course for graduate movement science students in the study of instrumentation utilized in the collection of motion data in the area of Biomechanics. Emphasis is placed on the technical and analytical aspects of motion analysis, force measurement, and electromyography. Prerequisite: SES 320 or equivalent.

630 Qualitative Research in SES (3)

This course examines advanced qualitative research methods and designs used in a variety of exercise and sport-related settings. It is designed to familiarize graduate students with the qualitative research process from the formation of the research question to the submission of a manuscript for editorial review. The course emphasizes the development of qualitative research techniques, including the ability to define research problems, understanding philosophical groundings, develop research question(s), review and interpret literature and methodologies, apply research designs, organize, analyze and present data. Prerequisite: SES 616.

634 Sport Governance (3)

General principles of administration and governance structures in amateur and professional sport will be the foci 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 and professional 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 sport and exercise psychology as well as other performance domains. 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. Further, this course provides an in-depth exploration of psychosocial determinants and effects associated with adopting and maintaining an exercise program. Topics include theories of behavior change, exercise psychology interventions, and the relationship between exercise and mental health. 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 impact 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.

672 Exercise and Energy Metabolism (3)

This course builds on previous knowledge of exercise physiology and research methodology. It includes an in-depth analysis of the biochemical pathways involving nutrients with emphasis on exercise fuel metabolism and the metabolic adaptations to exercise training. Additional emphasis is placed on the application of theory and knowledge of exercise and energy metabolism to weight control and obesity, aging and sport performance. Prerequisite: SES 561 or equivalent, and SES 616.

673 Professional Ethics in Sport, Exercise, and Performance Psychology (3)

This course examines ethical and legal issues related to sport, exercise, and performance psychology (SEPP) professional conduct. The course includes topics such

as ethical reasoning, Association for Applied Sport Psychology (AASP) ethical principles, rules of conduct, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, research, service delivery and supervisory relationships. Prerequisite: SES 537. (For SEPP students only).

677 Sport, Exercise, & Performance 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. Prerequisite: SES 660.

678 Sport, Exercise, & Performance 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. Prerequisite: SES 677.

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 in _____ (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. Exercise Physiology students only: prerequisite: SES 561 & SES 616.

689 Thesis I (3)

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 thesis proposal report as well as submission of IRB documents for approval. Prerequisite: SES 616, passing grade on written comprehensive exam, and Graduate Committee approval.

690 Thesis II (3)

Provides the implementation and culmination of a scholarly investigation. Requires students to submit a final written thesis document and successfully present an oral thesis defense to the thesis committee. This course culminates with a final thesis document being submitted to the Barry University Library. This final thesis document will include all final changes required and signatures by the thesis committee members. Prerequisites: SES 689 Thesis I, pass with B or better. May be taken concurrently with SES 689 subject to approval from one's Graduate Committee.

699 Continuous Registration (1)

Satisfies research in residence or continuous enrollment. Credit/No Credit

SCHOOL OF LAW

Orlando, FL

Administration:

Leticia M. Diaz, Ph.D., J.D., Dean

Amy D. Envall, J.D., Assistant Dean, Academic Programs and Faculty Development

Paul E. Lefton, B.A., Media Relations and Marketing Manager

Amy M. Lefkowitz, J.D., Associate Dean for Student Affairs

Kaci Line, J.D., Assistant Dean for Bar Preparation and Academic Success

Susan Serrano, M.B.A., Chief Financial Officer

Ruth A. Witherspoon, J.D., LL.M., Associate Dean for Academic Affairs

Law Faculty:

Ahlers, Arya, Aschenbrenner, Bendlin, Birdsong, Bittakis, Coco, Day, Deming, Diaz, Dubner, Frank, Freeman, Guerra-Pujol, Hull, Jefferson-Jones, Jonassen, Kolinsky, Koons, Leacock, Leske, Mohapatra, Ngov, O’Gorman, Page, Pedrioli, Puzone, Rooks, Schiavo, Schinasi, Simpson-Wood, Sites, Summers, Whorf, Witherspoon

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 accordance with the highest ethical standards and to exercise their professional skills competently, with sensitivity to the needs and concerns of their clients.

The Law School offers an array of courses that are designed to develop the students as “practice ready.” Through clinical programs focused on juvenile delinquency and dependency, Earth justice, and immigration, Barry Law gives students real-world legal experience serving those populations traditionally underrepresented by the legal profession. In addition to its traditional core curriculum, the Law School offers three optional concentrations in which students may earn honors certificates.

Students at the School of Law have many opportunities to experience the “law-in-action” concept, both in the classroom and through practical application. The law faculty is extremely accessible, offering students ample opportunities for out of classroom discussions.

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

Barry University Dwayne O. Andreas School of Law is the only Dominican Law School in the United States and the first American Law School to be part of a University founded by women religious. The School of Law endeavors to offer a quality legal education in a caring environment with a religious dimension so that study and reflection lead to informed action and a commitment to social justice leads to collaborative service. The School of Law promotes the highest standards of ethics and competence in the practice of law and other pursuits. The School of Law seeks to challenge students to embrace intellectual, personal, ethical, spiritual, ecological, 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, society, and the Earth community. Within its Catholic Dominican tradition, the School of Law values matters of faith through religious freedom and acceptance of diversity.

ADMISSION TO THE SCHOOL OF LAW

All admissions decisions are made by the School of Law's Admissions Committee, in conjunction with the Dean. Applicants will be considered for admission to the School of Law if they demonstrate good character, as well as having competitive undergraduate grade point averages and Law School Admission Test (LSAT) scores that indicate they can meet the academic challenge of law school.

Each application will be given an individual and holistic review, based on the totality of information provided—not just the LSAT score and GPA. The LSAT score and GPA serve as measures of intellectual and academic abilities, but they do not always provide a complete picture. Applicants may be asked to provide additional evidence of ability as well as information regarding special circumstances.

ADMISSION PROCESS

To be accepted to the School of Law, an applicant must:

- Hold a bachelor's degree from a college or university accredited by an agency approved by the Department of Education.
- Complete and submit the Application for Admission to the School of Law.
- Submit scores for the LSAT, taken within five years of the time you apply.
- Register with the Law School Admissions Council Credential Assembly Service (CAS).
- Submit to the Law School Admission Council an official transcript from each college or university attended. Barry's LSAC Code is #5830.
- Submit a personal statement of one to two pages that addresses one or more of these topics: the applicant's interest in law; any adversity the applicant may have overcome in accomplishing goals; the applicant's aspirations after earning a law degree.
- Submit at least one letter of recommendation, which should be included in the CAS report. Beyond the one required recommendation letter, applicants have the option to submit up to two additional letters. Recommendation letters may be written by someone – a faculty advisor, instructor, employer, commanding officer – who can describe the applicant's aptitude for the study of law. Recommendation letters may also serve as a character reference from someone who can attest to the applicant's integrity.

Applicants are responsible for ensuring that all materials have been received by the School of Law.

After being admitted, the applicant must submit a nonrefundable seat deposit of \$400.00 and mail final official transcripts to the School of Law.

For further information, please call Admissions at 321-206-5600, or visit the School of Law's website at www.barry.edu/law.

INTERNATIONAL ADMISSIONS

Barry University School of Law makes every effort to evaluate international candidates individually. For this reason, all international candidates should contact the Director of Admissions to discuss requirements for admission.

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 submit the required seat deposit and an official transcript from all institutions attended.

ADMISSIONS TESTING

For information concerning registration for the Law School Admission Test (LSAT), visit www.lsac.org.

TRANSFER ADMISSIONS

An applicant may be admitted as a transfer student according to ABA standards. Applicants must be in good standing at an ABA-accredited institution and eligible to return there, as documented by an official transcript and a letter of good standing. In all respects, transfer students follow standard application procedures. Admitted students may transfer credits only for those courses in which they have earned a grade of "C" or higher.

STUDENT FINANCIAL ASSISTANCE

At the Barry University School of Law, the Office of Student Financial Services acts in partnership with students to provide the necessary guidance in financial planning. Please call the Office of Student Financial Services at 321-206-5636 for information and assistance.

STUDENT EMPLOYMENT POLICY

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. Moreover, 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 the program of study.

PROGRAM OBJECTIVE

The School of Law combines traditional and innovative teaching methods to provide a dynamic and professional educational 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 legal writing and research abilities are required. Seminars and advanced courses provide close interaction with faculty.

REQUIRED CURRICULUM

Required first-year courses

Civil Procedure I & II	5 credits [3 + 2] (two terms)
Contracts I & II	6 credits [3 + 3] (two terms)
Property I & II	5 credits [3 + 2] (two terms)
Torts I & II	5 credits [3 + 2] (two terms)
Legal Research & Writing 1 & 2	6 credits [3 + 3] (two terms)
Criminal Law	3 credits
Total	30 credits

Upper-division courses required for graduation:

Bar Essay Writing	2 credits
Bar Law Survey	4 credits
Business Organizations	3 credits
Commercial Law Overview	3 credits
Constitutional Law	4 credits
Criminal Procedure	3 credits
Evidence	4 credits
Florida Civil Practice	3 credits
Professional Responsibility	3 credits
Skills Component	1-6 credits
Total	30-35 credits

Total Required Courses 60-65 credits

All students are required to complete the Upper Level Writing Requirement and the practice ready skills for professionalism requirement (PRSP). In addition students are required to provide 40 hours of Pro Bono service.

MBE Core Subjects Workshops

All Barry University School of Law students who receive a "C" or below in any one of the following Multistate Bar Examination (MBE) Core Subjects will be scheduled to take and are **required** to take a BarBri Beat Workshop: Contract Law, Criminal Law, Evidence, Federal Constitutional Law, Property Law, and Torts. The Workshops follow the National Conference of Bar Examiners (NCBE) outlines of each MBE subject area. Attendance at the Workshops is subject to the Barry University School of Law attendance guidelines, and is mandatory.

Failure of a student to attend the required workshops will result in a Student Conduct Code violation.

Each student must also complete six (6) hours of Professional Enhancement Requirement.

ELECTIVES

The remaining 25-30 credits of the required 90 credit hours for graduation can be chosen from a variety of electives.

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 Courses Prefix: LAW

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.

Amendment I in MM (2 credits – 6418)**

In the rapidly evolving fields of internet law and intellectual property law, society finds its venerable free speech principles challenged. This seminar will examine the practical application of the freedom of speech clause with a heavy focus on recent cases – with a particular focus on new media and cutting edge entertainment law cases. **PREREQUISITES:** one of the following: First Amendment Seminar or First Amendment, Internet Law, Entertainment Law, or Copyright Law.

Administrative Law (3 credits – 5429)

A survey of the legal problems associated with regulation by administrative agencies. The course includes discussion of the legislative authority requisite to agency action.

Admiralty Law (2 credits – 6311)

This seminar is a survey course covering a select number of areas of Admiralty and Maritime law. Topic covered may include jurisdiction, personal injury, cargo claims,

collision, charter parties, maritime liens, limitation of liability, towage and pilotage, and salvage. A paper will be required in lieu of a final exam.

Adoption Law (3 credits – 6174)

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)

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 arising from the decision on a motion. 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 1 and 2.

Advanced Children and Family Clinic (4 credits – 6497)

Depending on client needs and new student interest, an Advanced Children and Family Clinic may be offered. This is a four credit, one-semester course designed to allow students who have satisfactorily completed the Children and Family Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Children and Family Clinic by application only.

Advanced Civil Government (2 credits – 6555 class component) (3 credits – 6554 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

Advanced Civil Poverty (2 credits – 6553 class component) (3 credits – 6552 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

Advanced Criminal Defense Externship

(4 credits – 6549 class component) (2 credits – 6548 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

Advanced Criminal Procedure (3 credits – 6206)

This course examines various criminal procedure issues beyond search and seizure or confessions which arise under the Federal Bill of Rights. Topics covered include the rights of the criminally accused to: bail, grand jury indictment, speedy trial, jury trial, 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.

Advanced Criminal Prosecution Externship (2-4 credits – 6550 Field component; 2 credits – 6551 Class Component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement. Both classes are variable credits in the database. The class component is 1-2 and the field component is 2-4.

Advanced Earth Advocacy Clinic (4 credits)

Depending on client needs and new student interest, an Advanced Earth Advocacy Clinic may be offered. This is a one-semester course designed to allow students who have satisfactorily completed the Earth Advocacy Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Earth Advocacy Clinic by application only.

Advanced Ethics (2 credits – 6300)

Advanced Ethics Seminar explores contemporary issues of ethics and professionalism. This seminar provides a small class experience for students to further their understanding of legal ethics and professionalism beyond the required Professional Responsibility course, which serves as a prerequisite for this seminar. Areas of coverage will be less on ethical rules and more on the profession as a whole; specific practice areas within the profession and their unique ethical and professionalism challenges; the role of lawyers in society; the difference between moral values, ethics and professionalism; and the "state of the profession" in contemporary society. Stu-

dents wishing to satisfy their senior writing requirement through this seminar can write a paper on an approved topic related to ethics and professionalism. This is a 2 credit course with limited enrollment for the purpose of maximizing student participation. **Prerequisite:** Professional Responsibility.

Advanced Immigration Clinic (4 credits – 6597)

Depending on client needs and new student interest, an Advanced Immigration Clinic may be offered. This is a four credit, one-semester course designed to allow students who have satisfactorily completed the Immigration Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Immigration Clinic by application only.

Advanced Judicial Externship (2 credits – 6546 Field and Class component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

Advanced Legal Research (3 credits – 6320)

This course teaches practical strategies for effective integrated legal research using manual and online search techniques including CD-ROM and Internet instruction. Real practice research situations are used to develop skills and research abilities.

Advanced Legal Writing (3 credits – 6321)

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 1 & 2.

Antitrust Law (3 credits – 6600)

This course explores the Antitrust law of the United States and its 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 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.

Art Law (2 credits – 6237)

Art Law surveys the legal and practical concepts relating to the protection, acquisition, exhibition and sale of works of art. The course also surveys problems regarding copyright, censorship, moral rights, endowments, museums and art gallery issues along with tax implications.

Aviation Law (3 credits – 6747)

This course will examine the evolution of federal civil regulations and provide an overview of past and present problems prompting regulation of the industry, the resultant safety regulations, airport development, funding and international legislation. Students will be introduced to pertinent sections of the U.S. Constitution, as well as federal and state statutes and case and common law applications to aviation. Civil law, including tort, product liability, contract sales, secured credit, property, environmental and labor law will be studied. Additional studies will include criminal statutory law and government, airman, and operator rights and liabilities, as well as international law and conferences.

Bankruptcy (3 credits – 6124)

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.

Bar Law Survey (4 credits – 6400)

Florida Bar Law Survey is a substantive and skills development course that provides students with concentrated review of legal subjects that are tested on the Florida Bar Exam.

Bar Essay Writing (2 credits – 6441)

Advanced Florida Essay Writing is a skills course designed to prepare students for the essay portion of the Florida Bar Exam. This course will provide a general overview of each essay subject and will provide a strategy for effectively answering each essay subject tested to the Florida Bar Exam. Students will prepare essay outlines, format, and draft sample essay answers during this course.

Bioethics Seminar (2 credits – 6316)

The purpose of the course is to introduce the students to emerging issues in bioethics and the law. This course will examine the legal, ethical, and policy aspects of current controversies in health care and biomedical and behavioral research. Special attention will be given to the legal, ethical, and social issues relating to human subjects research and informed consent, eugenics, organ and tissue donation shortages, designer babies, cosmetic surgery in children, fertility, and assisted reproduction; cloning and stem cell research ("stemethics"); genetics

("genethics"); and neuroscience ("neuroethics"), among other topics. Objectives of this course include: (1) learning how to apply traditional principles of bioethics, including autonomy, beneficence, nonmaleficence, and justice; (2) understanding other approaches to bioethics, including casuistry, virtue ethics, and feminist ethics; and (3) learning how to approach issues in health care and human subjects research from both legal and ethical perspectives.

Business Organizations (3 credits – 5415)

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.

CFLJ Journal (1 credit – 6522)

The Child and Family Law Journal (CFLJ) gives students the opportunity to improve their writing, research, and citation proficiency, while helping spread the word within the academic community about the important fields of child and family law. The Journal is intended to be published electronically. CFLJ participation is open to students with a minimum 2.75 GPA via write-on competition and also by invitation to top students who meet the minimum gpa requirements. Academic credit for Journal participation is available at the rate of one credit per semester consistent with the Journal bylaws.

Child & Family Externship (6 credits – 6458 Class Component)

SUMMER: 6 credits – 40 hour week 10 weeks – total 400 hours plus a weekly seminar. SPRING AND FALL: 6 credits – 30 hour week 13 weeks – total 390 hours plus a weekly seminar placement requirements: Students placed in the Department of Children and Families Child Welfare Legal Services, Statewide Office of the Guardian Ad Litem or Orange County Legal Aid Society Guardian Ad Litem Program must meet the following criteria – Have completed 4 semesters and received not less than 48 credit hours by the beginning of the externship, have a 2.0 or higher cumulative grade point average, and satisfactory completion of Professional Responsibility and Evidence. Students are required to spend a minimum of 30-40 hours per week at their placement, depending on the semester and will receive six hours of credit for satisfactory completion. Attendance at a pre-semester orientation and weekly seminar is also required. The

seminar portion of the externship is graded; the field portion is pass/fail. Students participating must be certified as legal interns (CLE's) in order to participate. This will be completed as part of the application process. However, the students cannot be certified if they have not received a background clearance from the Florida Board of Bar Examiners. Objective I: Developing and applying the law of dependency, juvenile procedure, family law, adoption or other substantive areas of the law. A placement in a children or family law office provided students with the opportunity to use the law learned in substantive law course to bring a case or defend involving children and families. In real cases, supervised by experienced attorneys, student use the rules of juvenile procedure, rules of civil procedure, substantive abuse/neglect, delinquency or family law to advocate for their clients in juvenile and family law proceedings. Students participate in all levels of litigation from drafting pleadings, investigations, case plan drafting and hearings of all kinds. Their experience will include both trial preparation and trial performance. Objective II: Developing and applying the abilities learned in our trial skills program. These children and family offices provide students with the opportunity to put into real life practice those litigation abilities they learned in classroom and mock trial settings. In court, students are able to bring together substantive, procedural, and evidentiary instruction in a way that allows them to understand how the law fits together, and how to effectively use it to protect citizens from those who violate the law. Objective III: Developing witness relation skills. By first observing experienced lawyers, and then applying the skills observed, students develop professional and interpersonal communication skills. Objective IV: Learning negotiation skills. Because the great majority of cases are resolved without a contest on the merits, it is vital for students to learn the alternate and diversionary options available and how to best implement them. At their placements, students initially observe experienced attorneys resolve real cases using these techniques, and then apply the learned skills to resolving their own cases. This process is particularly important to agreements to the issues and then being able to have those agreements accepted by the trial court. Objective V: Improve research and writing skills. Students learn to draft written motions briefs, stipulations, case plans and related trial documents. Similarly, students provide research materials for their supervisor's case and for their own case. This aspect of the field placement teaches students the interrelationship between through preparation and success. The value of the written work and in professional presentation is highlighted here. Students also learn that the standards for success in a practical setting may be far different from those in a n academic setting. Learning how much preparation is sufficient, in light of a busy trial docket, helps students learn how to

wisely use their most limited resource time. Objective VI: Gathering and using facts. As in other litigation-based placements, a vital skill for lawyers concerns their ability to collect and use facts crucial to the outcome of their cases. In these placements, students learn how to handle real and demonstrative evidence, and collect government and private records. Interviewing techniques learned in law school are often implemented here as are skills necessary for creating and responding to interrogatories and other written forms of information gathering. Objective VII: Understanding the requirements of Florida's Rules of Professional Conduct. Cases often present difficult ethical issues for attorneys in these cases which involve children. There are questions about the role of the attorneys involved including the issue of who the client is as well as the importance of the best interest of the child. It is important for students working in the children and family law placements to know and abide by the ethical and moral constraints of our profession. In this placement, students have the daily opportunity to observe how their supervisor and others in the office reach effective results by uniformly working within the rules.

Child & Family Externship (6 credits – 6459 Field Component)

SUMMER: 6 credits – 40 hour week 10 weeks – total 400 hours plus a weekly seminar. SPRING AND FALL: 6 credits – 30 hour week 13 weeks – total 390 hours plus a weekly seminar placement requirements: Students placed in the Department of Children and Families Child Welfare Legal Services, Statewide Office of the Guardian Ad Litem or Orange County Legal Aid Society Guardian Ad Litem Program must meet the following criteria – Have completed 4 semesters and received not less than 48 credit hours by the beginning of the externship, have a 2.0 or higher cumulative grade point average, and satisfactory completion of Professional Responsibility and Evidence. Students are required to spend a minimum of 30-40 hours per week at their placement, depending on the semester and will receive six hours of credit for satisfactory completion. Attendance at a pre-semester orientation and weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail. Students participating must be certified as legal interns (CLE's) in order to participate. This will be completed as part of the application process. However, the students cannot be certified if they have not received a background clearance from the Florida Board of Bar Examiners. Objective I: Developing and applying the law of dependency, juvenile procedure, family law, adoption or other substantive areas of the law. A placement in a children or family law office provided students with the opportunity to use the law learned in substantive law course to bring a case or defend involving children and families. In real cases, supervised by experienced attorneys, student use the rules of juvenile

procedure, rules of civil procedure, substantive abuse/neglect, delinquency or family law to advocate for their clients in juvenile and family law proceedings. Students participate in all levels of litigation from drafting pleadings, investigations, case plan drafting and hearings of all kinds. Their experience will include both trial preparation and trial performance. Objective II: Developing and applying the abilities learned in our trial skills program. These children and family offices provide students with the opportunity to put into real life practice those litigation abilities they learned in classroom and mock trial settings. In court, students are able to bring together substantive, procedural, and evidentiary instruction in a way that allows them to understand how the law fits together, and how to effectively use it to protect citizens from those who violate the law. Objective III: Developing witness relation skills. By first observing experienced lawyers, and then applying the skills observed, students develop professional and interpersonal communication skills. Objective IV: Learning negotiation skills. Because the great majority of cases are resolved without a contest on the merits, it is vital for students to learn the alternate and diversionary options available and how to best implement them. At their placements, students initially observe experienced attorneys resolve real cases using these techniques, and then apply the learned skills to resolving their own cases. This process is particularly important to agreements to the issues and then being able to have those agreements accepted by the trial court. Objective V: Improve research and writing skills. Students learn to draft written motions briefs, stipulations, case plans and related trial documents. Similarly, students provide research materials for their supervisor's case and for their own case. This aspect of the field placement teaches students the interrelationship between thorough preparation and success. The value of the written work and in professional presentation is highlighted here. Students also learn that the standards for success in a practical setting may be far different from those in an academic setting. Learning how much preparation is sufficient, in light of a busy trial docket, helps students learn how to wisely use their most limited resource time. Objective VI: Gathering and using facts. As in other litigation-based placements, a vital skill for lawyers concerns their ability to collect and use facts crucial to the outcome of their cases. In these placements, students learn how to handle real and demonstrative evidence, and collect government and private records. Interviewing techniques learned in law school are often implemented here as are skills necessary for creating and responding to interrogatories and other written forms of information gathering. Objective VII: Understanding the requirements of Florida's Rules of Professional Conduct. Cases often present difficult ethical issues for attorneys in these cases which involve children. There are questions about the role of the at-

torneys involved including the issue of who the client is as well as the importance of the best interest of the child. It is important for students working in the children and family law placements to know and abide by the ethical and moral constraints of our profession. In this placement, students have the daily opportunity to observe how their supervisor and others in the office reach effective results by uniformly working within the rules.

Children's Rights Seminar: Right to Medical and Mental Health Treatment (2 credits – 6173)

In this course the students will explore what rights if any children have to an attorney or other advocates in delinquency, mental health, dependency or other settings. The course will begin with a discussion of children's capacity and standing. The course will also explore how this capacity affects the obligations of an attorney to a child client. The students will also discuss the various roles an attorney may provide in advocating for a child and how that affects the obligations an attorney has to a child. As a seminar, the students will be expected to produce a paper capable of meeting the upper level writing requirement.

Civil Government Externship (2 credits – 6455 class component) (3 credits – 6454 field component)

Placement Description: At civil government placements students learn about various aspects of Florida government civil law practice. Legal topics range from taxation and finance to land use, government ethics, administrative, 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.

Placement Requirements: Students placed in a Federal, County, or State agency's legal department must meet the following criteria – Have completed 3 semesters and received not less than 36 credit hours. Have a 2.4 or higher cumulative grade point average and completion of Professional Responsibility, Evidence and Administrative Law. Students are required to spend a minimum of 25-35 hours per week at their placement, depending on the semester, 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; the field portion is pass/fail.

Students participating in the Civil Government Externship must be certified as legal interns (CLIs) in order to represent the State of Florida.

Civil Poverty Externship (2 credits – 6453 class component) (3 credits – 6452 field component)

Placement Description: This placement provides students with the opportunity to learn about the legal problems encountered by our community's less fortunate citizens. Working with experienced attorneys, depending on the placement, students are 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.

Placement Requirements: Students placed in a not-for-profit law office, such as the Seminole County Legal Aid Society, Legal Aid Society of the Orange County Bar Association or Community Legal Services of Mid-Florida, Inc., provide legal services to this community's disadvantaged and must meet the following criteria – Have completed 3 semesters and received not less than 36 credit hours. Have a 2.4 or higher cumulative grade point average and completion of Professional Responsibility and Evidence. Students are required to spend a minimum of 25-35 hours per week at their placement, depending on the semester, 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; the field portion is pass/fail.

Students participating in the Civil Poverty Externship must be certified as legal interns (CLIs) in order to represent live clients.

Civil Procedure I (3 credits – 5101)

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)

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.

Civil Rights (3 credits – 6429)**

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. Some topics discussed in this course

may include the following: Fourteenth Amendment, Due Process, housing discrimination, employment discrimination, discrimination in education, voting rights, and Americans with Disabilities Act. **Prerequisite:** Constitutional Law.

Climate Change Law and Policy (2 credits – 6214)

The objectives of this seminar are diverse: Gain in-depth understanding of local, state, federal, and international law, policies, and treaties addressing climate change; develop an understanding and respect for differing legal, scientific, political, and personal viewpoints on climate change, as well as earth and environmental justice issues presented by climate change; expand knowledge of environmental, administrative, and constitutional law issues; improve ability to analyze case law, especially pinpointing key facts, spotting issues, and evaluating legal reasoning of opinions and dissenting opinions; improve proficiency in researching and writing through development of a research paper on a climate change law or policy topic; practice oral advocacy skills through participation in class discussion and through individual presentation of a research paper.

Collaborative Family Law (2 credits – 6133)

Formerly known as Making the Divorce Work, this course will take a multi-disciplinary approach to the practice of family law. It will examine the short and long-term emotional effects of the present system of aggressive litigation on the family members, and study the impact of the current application of the Rules of Professional Responsibility on the practice. It will also examine the use of other disciplines in the process, including psychological, social, and collaborative law efforts to diffuse the emotional trauma, as well as the need for changes in the law and for education of all the actors in the process, including the parties, the Bar and the Bench. **Prerequisite:** Professional Responsibility; **Prerequisite or Corequisite:** Family Law.

Commercial Law Overview (3 credits – 5525)

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 codal provisions of UCC. Articles 2 and 9.

Commercial Law Trial Advocacy (3 credits – 6010)

This course is taught in a “workshop” format where students actually practice the skills needed to prepare and represent a client in a commercial case. Students will learn how to initially interview the client and witnesses, prepare pleadings, conduct motion practice, take discovery, pretrial practice and actually conduct a commercial jury trial. The emphasis will be on a commercial law case and will satisfy the skills requirement. There is a cap on this class. **Prerequisites:** Commercial Law and Evidence.

Conflict of Laws (3 credits – 6101)

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)

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.

Constitutional Law Theory* (2 credits – 6702)

This course examines the ideas behind U.S. Constitutional Law. Building on the doctrinal foundations traditionally laid out in constitutional law, the seminar addresses topics such as constitutional interpretation, judicial review, the countermajoritarian problem, judicial activism and restraint, critical perspectives from post-modern scholars such as feminists and race theorists, and the politics of law. As the course develops, students will develop their own theories of constitutional law.

Prerequisite: Constitutional Law

Construction Law (2 credits – 6208)

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 resolutions will be approached through a combination of case study, detailed review of standard form contracts and analyzing actual construction disputes.

Construction Law Procedures & Practices (2 credits – 6408)

Construction Law leading to an understanding of rights and responsibilities, including express and implied duties, of contracting parties; liabilities, remedies and recoveries for non-contracting parties in the construction process; and procedures – common law, statutory and contractual – for resolving construction disputes and pursuing and defending construction claims. The teaching and learning emphasis is analysis, legal and factual, of a construction case, preparation and presentation of plain meaning legal memoranda for trial and hearing judges and arbitrators; acting as an advocate and serving as a judge in hearings and arbitrations; and, drafting agreements and stipulations entered into after disputes

begin. Coverage includes detailed study of quantum merit recovery and defenses; of statutory causes of action such as prompt pay, Florida Deceptive and Unfair Trade Practices Act, the statutory cause of action for damages for violation of building code(s), the required statutory procedures for identification and resolution of construction defects; and modern procedures for speedy and efficient resolution of disputes and claims including declaratory relief and non-binding arbitration. Electronic transmission, use, and control of documents will be addressed. Ethical considerations and the strict duties required of the practicing construction lawyer are emphasized and tested. **Prerequisite:** Property

Consumer Protection (2 credits – 6123)

This course includes consumer sales, consumer credit transactions and legislative, administrative and extra-legal regulation.

Contracts I (3 credits – 5307)

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.

Contracts II (3 credits – 5407)

Part two of this course covers the following topics, among others: changed circumstances justifying non-performance; competency and other limits; duress and coercive renegotiation; scrutiny of limited commitment; standardized terms, unconscionable inequality, and good faith; conditions; and the rights and duties of nonparties. The goals and objectives of this course are to (1) familiarize students with the rules of contract law (i.e., the black-letter law) through the examination of cases, the Restatement (Second) of Contracts, and the current version of Article 2 of the Uniform Commercial Code (UCC); (2) teach students to analyze court opinions and statutes; and (3) teach students to apply the rules of contract law to hypothetical situations.

Contracts Drafting (2 credits – 6427)

This course seeks to provide students with the practical skills needed to draft contracts. The skills involved in negotiating contracts might also be covered.

Copyright Law (3 credits – 6102)

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

Corporate Taxation (2 credits – 6146)

An introduction to the taxation of corporations and shareholders. 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.

Creating The Constitution Seminar (2 credits – 5402)

This course will afford students the opportunity to gain a developed understanding of the genesis of the U.S. Constitution. To set the context, the course will draw upon the intellectual traditions available in the late eighteenth century. Then the course will consider the rhetorics that relate to the Constitutional Convention, state ratifications, and the Bill of Rights. Class discussion will address how the various ideas present at the formation of the Constitution have influenced constitutional law over the centuries.

Criminal Defense Externship (4 credits – 6448 – Field Component)

Placement Description: At this placement, students develop and apply their abilities in 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 participation. Client interviewing and counseling techniques will also be developed. **Placement Requirements:** Students placed in the State or Federal Public Defenders Office must meet the following criteria. Have completed 4 semesters and received not less than 48 credit hours. Have a 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 30-40 hours per week at their placement, depending on the semester, 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; the field portion is pass/fail. Students participating in the Criminal Defense Externship must be certified as legal interns (CLI's) in order to appear in court and represent actual criminal defendants.

Criminal Defense Externship (2 credits – 6448 – Class component)

Placement Description: At this placement, students develop and apply their abilities in 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 participation. Client interviewing and counseling techniques will also be developed. **Placement Requirements:** Students placed in the State or Federal Public Defenders Office must meet the following criteria. Have completed 4 semesters and received not less than 48 credit hours. Have a 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 30-40 hours per week at their placement, depending on the semester, 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; the field portion is pass/fail. Students participating in the Criminal Defense Externship must be certified as legal interns (CLIs) in order to appear in court and represent actual criminal defendants.

Criminal Justice Administration Seminar (2 credits – 6430)

This will provide the opportunity for students to do advanced work in the criminal area. We will consider the roles and relationships of the police, prosecutor, defense counsel, court and correctional agencies in the processing of criminal cases. Among the issues considered will be how the death penalty cases are litigated and administered in the Florida Courts. Consideration will be given to other substantive criminal law issues including criminal administration of jails and prisons, drug enforcement, race and crime and alternative punishments. The seminar will be limited to twenty students. Each student will be required to present a topic in class. This work will in most cases be preparatory work on seminar papers or papers in satisfaction of the Upper Level Writing Requirement. There will be no final examination in the course but each student will be expected to have his or her paper complete by the end of the exam period.

Criminal Law (3 credits – 5106)

An analysis of crimes of commission, crimes of omission, attempts, conspiracies, and affirmative defenses.

The course distinguishes between degrees of crime, such as murder and manslaughter.

Criminal Procedure (3 credits – 5206)

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.

Criminal Prosecution Externship (2 credits – 6451 class component) (4 credits – 6450 field component)

Placement Description: At these placements, students develop and apply their abilities in the law of evidence, criminal law, criminal procedure, juvenile or immigration law. 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 Government. 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, felony courts or immigration matters. Their experiences will include both trial preparation and trial participation.

Students placed in the 9th Circuit State Attorney’s Office, 18th Circuit State Attorney’s Office, Florida Attorney General’s Economic Crimes Office, Florida Attorney General’s Office of the Statewide Prosecutor, Department of Homeland Security or The United States Attorney’s Office must meet the following criteria – Have completed 4 semesters and received not less than 36 credit hours. Have a 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 30-40 hours per week at their placement, depending on the semester, 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; the field portion is pass/fail.

Students participating in the Criminal or Civil Prosecution Externship must be certified as legal interns (CLIs) in order to represent the State of Florida in actual criminal cases. However, students working in the Department of Homeland Security or the U.S. Attorney’s Office will be required to meet their certification criteria.

Criminal Tax Offenses (3 credits – 6314)

This course examines the various criminal income tax offenses, including income tax evasion and filing false income tax returns, as well as related non-tax offenses, for example, conspiracy and filing false claims. It will

also cover defenses, tax protester issues and some aspects of the investigation and trial of a tax case.

Cyberspace Law (2 credits – 6587)

This seminar considers what “rules of the road” ought to apply to the borderless electronic environment of cyberspace. Who can make the rules, how can they be enforced, and what will be the legal duties and relationships among and between states, nations, and private sector actors in cyberspace? Subject areas will vary as the field develops, but will include such areas as tort liability, freedom of expression, crime and security, privacy, intellectual property rights and protection, regulation, jurisdiction and standards of ethics.

Dean’s Study Fellow (1 credit – 6281)

Students are selected by the Director of Academic Success based upon leadership ability, Professor recommendations, work ethic, professionalism, and academic success. Students are required to work up to 10 hours per week assisting students with their study skills and other assigned duties for satisfactory completion. Grading is pass-fail. **Prerequisite:** Successful completion of first year part- or full-time curriculum of law, and be in good academic standing.

Dean’s Writing Fellow (1 credit – 6285)

Students are selected by the Director of Academic Success based upon writing skills, LRW Professor recommendations, work ethic, professionalism, and academic success. Students are assigned to an LRW professor and they are required to work up to 10 hours per week in the Writing Center assisting students with law school-related writing and other assigned duties for satisfactory completion. Grading is pass-fail. **Prerequisite:** Successful completion of first year part- or full-time curriculum of law, Legal Research and Writing 1 and 2, and be in good academic standing. Students must also serve as an LRW Teaching Assistant for at least one semester. This requirement may be waived upon the agreement of the student’s assigned LRW professor and the Director of Academic Success.

Death Penalty Seminar (2 credits – 6518)

This seminar is designed to introduce law students to the complex law and procedure inherent in death penalty practice. Constitutional issues concerning the use of the death penalty will be examined and the five death penalty schemes in use in the United States will be compared with each other, with focus on the Florida death penalty scheme. The impact of recent decisions of the United States Supreme Court and selected state and federal courts will be studied in order for students to understand developments in death penalty practice. Emphasis will be placed upon the different problems presented in the trial of cases involving the death penalty, including jury selection, proof of aggravating and mitigating circumstances, and arriving at an appropriate sentence. Students

will be expected to recognize the problems presented by direct appeals in death penalty cases as well as in state post conviction proceedings and federal habeas corpus actions. A paper on an approved topic relating to the death penalty will be required in lieu of a written final examination.

Disability Law (3 credits – 6117)

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.

Drafting Wills and Trusts (2 credits – 6141)

An introduction to the fundamentals of drafting legal documents with an emphasis on drafting testamentary instrument wills, will substitute, particularly the living trust, and powers of attorney. This seminar will be helpful to any student with lawyering interests in estate planning.

Prerequisites: Wills, Trusts and Estates

Earth Advocacy 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 three semesters and thirty-six 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. Prior to taking this course students may also want to take any of the following recommended courses: Earth Jurisprudence, Florida Civil Practice, Trial Advocacy and/or Client Counseling. This course will be graded on the traditional A-F grading scale. This class satisfies the graduation requirement for a skills class. Students will be accepted into the Earth Advocacy Clinic by application only. **Prerequisites:** Professional Responsibility and Environmental or Administrative Law.

Earth Jurisprudence & Environmental Journal (1 credit – 6332)

The Earth Jurisprudence and Environmental Justice (EJEJ) Journal gives students the opportunity to improve their legal writing, research, and citation proficiency, while helping spread the word within the academic community about the exciting fields of Earth Jurisprudence and Environmental Justice. The Journal is intended to

be published electronically. EJEJ Journal participation is open to students with a minimum 2.75 GPA via write-on competition and also by invitation to top students who may not qualify for Law Review. Academic credit for Journal participation is available at the rate of one credit per semester consistent with the Journal bylaws.

Earth Jurisprudence Survey (3 credits – 6500)

Earth Jurisprudence seeks earth-centered approaches to law and governance. As an integral part of the broader earth community, humanity has responsibility to act for the well-being of the planet and future generations. Earth Jurisprudence draws forth earth-centered comprehensive solutions from within as well as beyond existing law. The Earth Jurisprudence Survey Course introduces students to emerging principles of Earth Jurisprudence, the need for an earth-based jurisprudence, limitations of Environmental Law, and the history and philosophical underpinnings of Earth Jurisprudence. The course also considers the doctrinal implications of Earth Jurisprudence for Tort Law, Property Law, and Constitutional Law. Finally, the course reviews the Universe Story and its relevance to law and considers Natural Law and Ecofeminism, Environmental Ethics and Environmental Justice, as well as Indigenous Traditions and proposals for new forms of governance. Drawing from the readings, research, and time in nature, each student will prepare a paper on a theory and application of Earth Jurisprudence.

Education Law (3 credits – 6107)

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.

Elder Law (2 credits – 6119)

Elder Law is a survey of laws concerning the special legal issues of the elderly: legal capacity issues, advanced medical directives, planning for catastrophic illness and long-term care, Medicaid, Medicare and Social Security as they relate to seniors, elder abuse and health care decision making are among some of the areas we will cover. Ethical issues of dealing with the elder and adult children of the elder are also explored.

ELJJ: Environmental Law, Jurisprudence, and Justice (1 credit – 6505) (six weeks)

This is a one credit introductory course providing an overview of the substantive areas of Environmental Law, Earth Jurisprudence, and Environmental Justice. In Environmental Law, an array of environmental statutes and government regulations has been adopted to reduce pollution in order to protect the land, water, air and the creatures of the earth. The Environmental Law segment of the course introduces how modern environmental

laws complement and supplement traditional common law actions allowing victims of pollution to seek judicial remedies for environmental harms. Earth Jurisprudence seeks Earth-centered approaches to law and governance. As an integral part of the broader Earth community, humanity has responsibility to act for the well-being of the planet and future generations. In this section of the course, students will be introduced to Earth-centered solutions from within as well as beyond existing law. The Environmental Justice portion of the course provides a summary of legal approaches to the disproportionate environmental burdens experienced by low income and of color communities.

The course is designed for students who are interested in the concentration in Environmental Law, Jurisprudence, and Justice. However, enrollment is open to any upper division student with an interest in the course, space permitting. The course meets in six sessions, with two sessions dedicated to each of the three substantive areas. Students are evaluated on a pass-fail standard, based on a short writing assignment in each of the three areas.

Employment Discrimination (3 credits – 6151)

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)

Few interests are more important to an employee than his or her job. 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; and discharge and termination.

Energy Law and Policy (2 credits – 6435)

Energy: it lies at the intersection of law, policy, natural environment, technology and economics. How it is produced, converted and, ultimately, consumed affects virtually all aspects of modern life. The course requires students to understand the legal, regulatory and environmental concepts relevant to the changing energy industry in the U.S. The course examines the historical and legal origins of energy regulation, provides an introduction to energy industries, including basic terms and concepts, regulatory trends and emerging issues. The course

explores transmission issues, externalities, and trends in renewable energy. Finally students will examine the small but growing corpus of case laws, legal theories and administrative action supporting the regulation of greenhouse gasses in the context of Climate Change issue.

Entertainment Law (3 credits – 6126)

A study of selected problems in the representation of talented persons and the contracting and dissemination of their performances, services, and creations. **Prerequisite:** Copyrights

Environmental and Earth Clinic (6 credits – 6297)

This is a six-credit hour one-semester course focused on developing the skills used in an environmental law practice. While litigation is an important tool in addressing some environmental concerns, lasting resolutions are usually achieved through negotiation and consensus-building. Students participating in this clinic will develop an understanding about the interrelationship among environmental laws, regulations and permits by assessing environmental conditions impacting individuals and communities and working with clients to assess their legal options. Students will also learn client development skills by working with the clinic director to identify environmentally impacted communities within the region and organizations or individuals within those communities who may require or benefit from legal assistance. Students must have completed three semesters and thirty-six credit hours to participate in this course. Prerequisites for this course are Professional Responsibility and Environmental Law (can be taken concurrently). The Environmental Law, Jurisprudence and Justice Seminar is recommended.

Environmental Law (3 credits – 6112)

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 scheme 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.

Environmental Law, Jurisprudence, and Justice (1 credit – 6505)

Environmental Law, Jurisprudence, and Justice is a one-credit introductory course providing an overview of the substantive areas of Environmental Law, Earth Jurisprudence, and Environmental Justice. In Environmental Law, an array of environmental statutes and government regulations has been adopted to reduce pollution in order to protect the land, water, air, and the creatures of the Earth. The Environmental Law segment of the course introduces how modern environmental laws complement

and supplement traditional common law actions allowing victims of pollution to seek judicial remedies for environmental harms. Earth Jurisprudence seeks Earth-centered approaches to law and governance. As an integral part of the broader Earth community, humanity has responsibility to act for the well-being of the planet and future generations. In this section of the course, students will be introduced to Earth-centered solutions from within as well as beyond existing law. The Environmental Justice portion of the course provides a summary of legal approaches to the disproportionate environmental burdens experienced by low income and of color communities. The course is designed for students who are interested in the Concentration in Environmental Law, Jurisprudence, and Justice. However, enrollment is open to any upper division student with an interest in the course, space permitting. The course meets in six sessions, with two sessions dedicated to each of the three substantive areas. Students are evaluated on a pass - fail standard, based on a short writing assignment in each of the three areas.

Environmental Justice Seminar (2 credits – 6515)

This two-credit seminar introduces students to the disproportionate distribution of environmental harms to low income and of color populations and communities. Students will learn about the “Environmental Justice” movement which began in the 1970’s, included empirical studies of disproportionate environmental impacts by various government and NGO entities, resulted in several federal government programs –primarily under the Clinton Administration, and merged civil rights law with environmental law practice. The class will follow environmental justice practice history including the late 20th Century groundbreaking case of *Alexander v. Sandoval* which again changed the course of environmental justice practice. **Prerequisite:** Environmental Law.

Estate and Gift Taxation (3 credits – 6145)

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.

Evidence (4 credits – 5312)

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.

Family Law (3 credits – 6130)

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 Income Tax (3 credits – 5304)

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.

Federal Jurisdiction (3 credits – 6303)

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 decision making. 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. Topics include choice of law in the federal court and the development of federal common law; the power of Congress to regulate jurisdiction; Supreme Court review of state court judgments; federal habeas corpus; the federal question jurisdiction, including limitations on its exercise; and topics concerning the Civil Rights Act, 42 U.S.C. §1983. Attention will also be given to various doctrines that limit federal jurisdiction in constitutional litigation against states (the abstention and sovereign immunity doctrines, and limitations on federal injunctions against state proceedings). This is an advanced course in public law, judicial administration, and constitutional and civil rights litigation.

First Amendment (3 credits – 6148) (This is a class not the seminar.)

This is a 3 credit doctrinal course that focuses on the First Amendment. It is taught according to the traditional case-law method approach. Students will develop an understanding of First Amendment covering the speech and religion clauses. **Prerequisite:** Constitutional Law strongly recommended.

First Amendment: Church/State (2 credits – 6409)

Examines the nature and scope of individual rights under the United States Constitution. Primary attention is devoted to freedom of religion and the separation of church and state. **Prerequisite:** Constitutional Law.

First Amendment Free Expression (2 credits – 6129)

This seminar examines the nature and scope of the freedom of expression under the First Amendment to the United States Constitution. **Prerequisite:** Constitutional Law.

First Amendment: Media and the Internet (2 credits – 6128)

This seminar explores the regulations governing both broadcast, print media and Internet. The seminar considers, among other issues, conflicts between the rights of the media under the First Amendment and those of the government, individuals, and social groups. **Prerequisite:** Constitutional Law.

Florida Civil Practice (3 credits – 6136)

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 students 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. By the conclusion of the course students will know, and will know how to use, not just beginning but advanced real-world civil litigation skills and tactics. This course focuses on an area tested of the Florida Bar Examination.

Florida Constitutional Law (2 credits – 6355)

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 Criminal Procedure Seminar (2 credits – 6306)

This course offers a practical study of the Florida Rules of Criminal Procedure in Seminar form. The criminal process, rules and case law will be studied in the chronology from arrest through trial and sentencing.

Florida Evidence (3 credits – 6312)

This course examines the legal principles and practical applications of Florida Evidence law. The course was created to be part preparation for the bar and part preparation for practice. It focuses on a doctrinal understanding of Florida Evidence, its juxtaposition with the Federal Rules of Evidence and practical exercises designed to facilitate both learning and applying the rules.

Florida Probate Practice (2 credits – 6254)

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 participate, prepare documents and learn the

basic essentials of a probate practice. Class discussions will include review of documents drafted by students.

Foundations of Law (2 credits – 6460)

This course will explore the foundations on which our Nations laws and culture were constructed. It will also encourage each student to examine their own foundations as they prepare to take their places as the future lawyers of our society.

Healthcare Law (3 credits – 6116)

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 Clinic (6 credits – 6397)

This is a one-semester course. Students will primarily represent non-citizens seeking immigration benefits or defending against removal proceedings before the Department of Homeland Security or the Executive Office for Immigration Review (federal administrative agencies). Students must have completed three semesters and thirty-six credit hours to participate in this course. This course will be graded on the traditional A-F grading scale. This class satisfies the graduation requirement for a skills class. Students will be accepted into the Immigration Clinic by application only. **Prerequisites:** Immigration Law and Professional Responsibility.

Immigration Law (3 credits – 6211)

This course is the study of immigration and citizenship and will explore a number of important and difficult questions such as: –Who is an American Citizen? Who can come to this country as an immigrant, a visitor, or a refugee? What are rights of non citizens in the U.S.? When and why can noncitizens in the U.S. be forced to leave?

The course will involve lecture as well as student advocacy; its approach will interweave doctrine, theory, and practice. Emphasis will be placed on developing a practical understanding of the effects and operations of the administrative process, as well as a framework for addressing the special problems of the lawyering role which arise in the context of representation of foreign, and especially Third World clients, with uncertain immigration status.

All class members will be expected to take part in class discussions, role playing, problem solving, and oral advocacy sessions which will be designed to provide students hands on understanding of how to represent clients faced with immigration problems. A portion of the

grade, 25 percent, will be derived from participation in the expected role play for the consular hearing, removal hearings and the political asylum hearings. This course will be limited to 20 students.

Insurance Law (2 credits – 6106)

A consideration of the theory of insurance, the operation and regulation of insurance markets, and the drafting, interpretation and enforcement of insurance contracts.

Intellectual Property (3 credits – 6103)

This class is designed to be a survey of legal issues associated with Intellectual Property Law. The course will address judicial, legislative, and scholarly developments in all areas of intellectual property law (trademark, copyright, and patent) as well as idea protection, trade secrets, right of publicity, and other areas. There will be some coverage on emerging First Amendment limitations on federal and state intellectual property rights and emerging trends in Lanham Act section 43(a) and newly revised provisions of federal antidilution law. Other topics may include the Internet and domain names, secondary liability, safe harbors, and anti-circumvention provisions, software protection, and business method patents.

International Business Transactions (3 credits – 6140)

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 Criminal Law Seminar (2 credits – 6207)

This course will explore the development of the substantive law of individual liability for international crimes from Nuremberg to the present and the structure and jurisprudence of the ad hoc international tribunals which have been established to prosecute these violations. The final grade will be predicated on a research paper which can be used to satisfy the advance writing requirement.

International Law (3 credits – 6138)

An introduction to International Law, designed to provide the basics needed for more specific international courses. Students are encouraged to take this course before specialized courses. Focus is on the structure and dynamics of the process in which law beyond the nation-state is generated, changed, and determined in United States courts and other arenas. Topics include domestic and international aspects of treaty law and separation-of-powers issues in the foreign policy area.

International Law of the Sea (2 credits – 6310)

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. *Students who have taken or may take International Law of the Sea are not eligible to take Sea Piracy and students who have taken (post Fall 2010) or may take Sea Piracy are not eligible to take International Law of the Sea.*

International Law Seminar (2 credits – 6038)

This is an introduction to the broad field of international law by examining: the sources of international law; several of the fora that may address international law questions; the actors that have rights and duties under international law; and questions concerning the efficacy of international law. Many of the international law sources and fora are different from what you may have met thus far in law school, i.e. different from cases and statutes as sources, national courts as fora. Students compare and contrast international legal sources and processes to United States national law sources and processes. Students learn what international law is, how it differs from national law and (to some degree) why and in what situations international law actually “works”. A second goal of the course is to familiarize students, through the materials in the casebook with the various “raw materials” with which lawyers who face international legal issues must work. The course covers many topics that fall under the broad heading “international law”. These include foreign investments, human rights, the use of force, international air transportation, diplomatic immunity, the United Nations, extradition and many more issues.

Internet Law (3 credits – 6387)

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, Intellectual Property Survey, Copyright Law, and/or Trademark Law.

Interviewing, Counseling and Problem Solving (2 credits – 5220)

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 1 & 2.

Introduction to Bankruptcy Law and Practice (2 credits – 6624)

This seminar for will provide an introduction and exploration of the primary legal concepts found in the field of Bankruptcy Law. The seminar focuses three main chapters under which a potential debtor may file for relief under Title 11 of the United States Code: Chapter 7, Chapter 11, and Chapter 13. It will consider the chapters which provide for the administration of the bankruptcy case: Chapter 3 and Chapter 5. The course provides an understanding of the application of these chapters in a real bankruptcy case. It will provide the students with an understanding of the different practitioner participants in the bankruptcy legal field. Students will engage in research and writing related to one bankruptcy case.

Judicial Externship (2 credits – 6248) (class and field)

This course is graded on a pass/fail basis. The reading assignments and classroom discussions are intended to contribute to the educational potential of your placement. Students are expected to complete weekly journal entries and submit them electronically. Students are also expected to submit weekly time sheets.

In each class students are expected to discuss and report on what they have been doing in their placement. To the extent readings are assigned, they are designed to supplement these discussions and serve to help highlight different issues related to working in the judicial system.

Judicial Externship (3 credits – 6446) (class and field)

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 focus on research and writing.

Placement Requirements: Students placed in the Judicial Chambers of a State or Federal Court Judge must meet the following criteria – have completed 48 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 10-15 hours per week at their placement, depending on the semester, and receive two hours of

credit for satisfactory completion. Attendance at a weekly seminar is also required.

Labor and Employment Law (3 credits – 6351)

The course goal/objective is to familiarize the student with the principal issues in labor and employment law, including employment contracts, laws regulating union-employer relations, federal anti-discrimination laws, health benefits, wage and hour laws, unemployment laws, workplace safety laws, workplace privacy, workplace freedom of expression, the regulation of employees' off-duty activities, and restrictions on post-employment activities.

Labor Law (3 credits – 6150)

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 (2 credits – 6219)

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.

Law and Literature (2 credits – 6422)

We know lawyers spend a great deal of time conveying ideas to others orally and in writing. Studying how good storytellers tell stories and how good writers write can help students improve their writing and general language skills. In addition, some may become interested in intellectual property and may become directly involved with authors, actors, literature, drama, movies, television, or other artistic nexus. Beginning to connect law and literature today may ease their transition to practice. It is a premise of this class that reading and discussing literature improves skills that demand an understanding of human motivation, character, performance, and language; all skills lawyers need to hone.

Law and Psychiatry (2 credits – 6127)

This multi-disciplinary course will focus on both the medical and diagnostic aspects of psychiatric disorders and the legal issues that arise in both civil and criminal cases. Some of the topics to be covered include the following: competency to stand trial, insanity defense, civil commitment, forced medication/right to refuse treatment, examination and cross-examination of psychological and psychiatric experts, sexual offenses, domestic violence, prisoner rights related to mental health issues, risk violence assessment, death penalty, duty to protect and medical/psychiatric malpractice issues. Students will be introduced to the key cases dealing with the above topics and articles written by notable forensic psychiatrists and social scientists.

Law and Religion (2 credits – 6428)

The primary focus of the course will be the interpretation and application of the Free Exercise Clause and the Establishment Clause of the First Amendment. A variety of judicial, historical and theoretical readings will be assigned to illustrate historical tensions between law and religion in the United States, such as the establishment of religion in early America; the role of religion in the abolitionist movement; and government aid or endorsement of religion in education and public welfare.

Law Office Management (3 credits – 6156)

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.

Law of War (2 credits – 6317)

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.

Lawyers and Social Justice (2 credits – 6121)

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 History (3 credits – 6360)

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.

Legal Research & Writing 1 (3 credits – 5010)

This 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)

Part two of this 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 memorandum and an appellate brief. Students also receive instruction and practice in presenting oral arguments. Prerequisites: Legal Research & Writing 1.

Legislation (2 credits – 6109)

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.

Legislative Policy Advocacy Externship (4 credits – 6509 – Class and Field)

Under the guidance of experienced lawyer, students learn about the legislative process either from the staff of legislative body or with an organization that advocates policy before legislative and other law making bodies. Students' primary responsibilities will focus on research and writing but will also participate with constituents or clients and hearings related to their work. Placement requirements: Students can be placed in State, Federal or Local entities but must meet the following criteria - have completed 30 semester hours of credit. Students are required to spend a minimum of 40 per week at their placement, depending on the semester. Attendance in a weekly seminar is also required.

Mediation (3 credits – 6395)

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).

Mediation Externship (2 credits – 6203) (class and field component)

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.

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 County Court Mediator. Students are required to spend a minimum of 6-7 hours per week at their placement and receive two hours of credit for satisfactory completion. Grading is pass-fail.

Moot Court: Subject to the approval of the Moot Court Faculty Advisor, a student, during his/her law school career, may earn one credit per semester for satisfactory participation in approved interscholastic competitions. A Pass/Fail grade will be awarded.

Motions and Depositions (3 credits – 6030)

This skills oriented course will focus on the two areas of practice that all new civil litigation attorneys will find most challenging – motions and depositions. In one-on-one scenarios students will prepare and argue the former, and prepare for, take, and defend the latter. To the greatest extent possible, actual litigation scenarios will be recreated. Florida Civil Practice, as the more substantive/lecture portion of pre-trial litigation, is a prerequisite for this course, along with a sufficient grade therein.

Music Law (2 credits – 6239)

Music Law addresses this industry from the viewpoint of copyright protection, international treaty protection, protection of identity and the contemporary issue of the Internet and "free-music-play."

National Security Law Seminar (2 credits – 6313)

This seminar concerns the legal, political, economic, and military aspects of international relations in the 21st century. Contemporary issues including international terrorism, threats posed by weapons of mass destruction, intelligence operations, constitutional constraints on defending America, treaty negotiation and implementation, use of military force, and related public international law topics are covered. **No prerequisites.**

Natural Resources Seminar (2 credits – 5710)

The Natural Resource Seminar is a foundational survey course concerning the laws and policies related management of natural resources. Natural resources include public lands, timber, fisheries, water, oil, natural gas and minerals, wetlands, forests, rangelands, wildlife and vegetation (including biodiversity), ecosystems, and even climate. Conservation law and policy and geography are both important considerations in the study of natural resources. The resources typically exist in particular places, with each place having its own ecological, socio-cultural, political, aesthetic, economic, and moral and/or spiritual characteristics. Conservation creates a fundamental tension between use and consumption of natural resources and the protection and preservation of nature for future generations. The course introduces differences in philosophical viewpoints between anthropocentric and ecocentric systems and examines whether conventional

conservation measures promote true sustainability and healthy, diverse, and robust ecosystems.

This course makes substantial use of cases and problems to put natural resource issues in the context of their complex, place-based characteristics to explore real-world implications beyond the level of pure abstraction.

To further develop depth of understanding, students will choose a topic of interest and write a twenty to thirty page research paper (7,500 word minimum if writing to try to satisfy the Upper Level Writing Requirement). Students will also present the results of their research in a thirty-minute presentation to the class. Because the class depends on student interests, each student who enrolls will be able to focus on a subject of particular interest to that student; as a necessary corollary, the subject matters of emphasis will correspond to the areas where students are most interested.

Oil and Gas Law (2 credits – 6620)

Oil and Gas Law provides an overview of U.S. oil and gas law and, broadly speaking, will involve the review of the ownership, transfer, and development of oil and gas resources. During the course, students will gain an understanding of basic oil and gas law principles while studying property, contract, administrative/regulatory, tort and constitutional law. Students will also study the impacts on the natural environment and social systems that are associated with the development of oil and gas resources. Finally, students will examine the small but growing corpus of case law, legal theories, policies, and/or administrative action regarding emerging (or relatively dormant) technologies (e.g., shale gas drilling, underground coal gasification etc.)

Opinion and Scientific Evidence (3 credits – 6365)

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, including techniques for direct and cross examination of expert witnesses. **Prerequisites:** Evidence.

Patents (3 credits – 6391)

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. Additionally, while having taken Patent Law may well help those interested in taking the Patent

Bar Examination, this course will not be taught as a Patent Bar Review Course.

Patient's Rights and Health Care Disparities (2 credits – 6516)

This seminar will focus on the legal and ethical sources of patients' rights and the legal duties of hospitals and other health care providers as they relate to such rights. The course will also examine issues related to patients' rights such as health care access, race and health care disparities, women's health and the law, and how health care reform affects patients' rights. As opposed to the Health Care Law Course, which focuses on statutory and regulatory health care law, this seminar will focus on bioethics and policy issues. Students may choose to write on any topic related to patients' rights.

Payment Systems (3 credits – 5655)

The course will include the following topics: Negotiability; Negotiation; Holders in Due Course; The Nature of Liability; Banks and their Customers; Wrongdoing and Error; Electronic Banking; Investment Securities. The grade would be based solely on a final exam consisting of essays and multiple choice. It is suggested that Commercial Law Overview be a prerequisite.

Popular Culture and the Law (2 credits – 6421)

This 2 hour seminar will examine social attitudes toward law, lawyers, and legal institutions through the viewing and examination of Hollywood films. Film depictions of law students, juries, and judges will also be considered. Each seminar session will focus in as much depth as possible on a particular film or films and a particular problem or aspect of law, law practice, ethics, or the image and status of the lawyer in American culture raised by the film(s). The majority of the films will be viewed outside the classroom and will be considered as texts providing contemporary depictions of the subject matter to be examined in class. In addition, readings will be assigned for each film and will form the basis for class discussion. The films will be reserved in the library. This will be a paper course which may be used to satisfy the Upper Level Writing Requirement. The course is capped at 20.

Poverty Law Seminar (2 credits – 6309)

This seminar will cover evolution and development of the law concerning both governmental and private efforts to help the most disadvantaged members of our society. This exploration will also cover the current Administration's efforts in the same areas.

Products Liability Seminar (2 credits – 6415)

The Products Liability Seminar will focus on the history and development of the common law and statutory liability for the design, manufacture, and sale of products that cause harm to consumers. The course will examine theories of liability such as strict liability in tort, negligence, failure to warn, breach of warranty, and the role of consumer expectations and risk utility in determining

liability. The course will touch upon defenses, remedies, comparative liability, causation, and federal and state legislative and administrative regimes that address products liability. Grades will be based on class participation and a final paper which may be used to satisfy the Upper Level Writing Requirement.

Products Liability (3 credits – 6115)

Products Liability will examine the liability of manufacturers, distributors, retailers and others for potentially defective products, goods and services. This is an ever changing and controversial area. We may have the opportunity to explore, in depth, how such litigation is brought and the defenses thereto. We will cover topics in the area of negligence, warranties, strict liability, defects and causation. We are not able to cover everything thoroughly in this class. As such this course has been designed to provide a general overview of many areas while highlighting certain areas related to the role of the attorney in the delivery of goods, products and services.

While not necessarily a course in ethics, ethical considerations are an important aspect of the discussion of the legal principles involved in the business of products liability. Discussions regarding defining fault, risk/utility analysis, costs, regulation and government intervention are some of the most important ethical issues of our time. This course will provide an opportunity to develop critical thinking skills in the analysis of such issues.

Professional Responsibility (3 credits – 5300)

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, the Rules are subject to interpretation. 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 approach to lawyering and to continue their professional development by examining ideas and values of professionalism.

Property 1 (3 credits – 5108)

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, and estates in land and future interests.

Property 2 (2 credits – 5328)

This course will introduce you to the fundamentals of property law as applied in the 21st century so you can connect the dots between the common law history of

property and the modern manifestation of those principles in the body of statutory and regulatory guidelines that control most modern transactions. This course builds upon the materials introduced in Property 1 to allow you to develop an increasingly sophisticated appreciation for the common law roots of property and hope that you will synthesize and integrate this foundational knowledge in its modern day application.

Protections, Children and the Law: Dependency and the Rights to Protection and Services (3 credits – 6170)

Formerly known as Children and The Law I, this course examines the legal status of a child in America; 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 disabled, legally, physically, and mentally.

Psychology and Law (3 credits – 6017)

This multi-disciplinary course will focus both on the medical and diagnostic aspects of psychiatric disorders and the legal issues that arise in both civil and criminal cases, including competence to stand trial, insanity defenses, civil commitment, emotional and psychological damages in civil cases, examination and cross-examination of psychological and psychiatric experts, sexual offenses, and include a review of medical/psychiatric malpractice issues.

Public Defender Externship (5 credits – 6204)

Students selecting this externship will be placed in the Public Defender offices for the Ninth or Eighteenth Judicial Circuit, primarily in Orange, Seminole or Brevard County. During the 14 week semester, students work a minimum of 25 hours per week under the direct supervision of an experienced supervising attorney and must be available every business day throughout the 14 week semester. Students perform the same legal duties as any other public defender representing indigent persons accused of crimes. This includes participating in factual investigations, conducting legal research, client interviewing, and appearing in court on behalf of their clients. This externship also requires participation in a one-hour seminar held every week. In addition to registering for this course, students must submit an application and be accepted by the placement. This externship is evaluated on a pass/fail basis. **Prerequisites:** Professional Responsibility, Criminal Law, Criminal Procedure; Evidence, Trial Skills, four semesters and forty-eight credits. Students selecting this placement will be certified under the

Florida student practice rules, Chapter 11, Florida Rules Regulating Admission to the Bar.

Real Estate Development (2 credits – 6244)

An overview of real estate development in Florida. Focus on the business aspects and the role of an attorney in the development process. The course will provide the fundamentals of development and look at the current state of real estate development and how new laws and trends will impact the future of development. The readings will be a mix of cases, statutes, local codes, chapters from books and articles. There will be presentations preparing students for giving advice to clients.

Real Estate Transactions (3 credits – 6114)

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.

Remedies (3 credits – 6159)

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.

Refugee Law Seminar (2 credits – 6425)

This seminar will provide an opportunity for students who have an interest in the refuge aspects of the immigration law area. It will consider how governments and the international community respond to forced migration at the international and the domestic level in providing required protection for forced migrants. The primary focus will be on U.S. practice, procedure, and doctrine concerning such issues as nonrefoulement, political asylum, persecution, persecution and gender, and the Convention against Torture. There will be a limited number of students. **No prerequisites.**

Research Assistant: Subject to the approval from the faculty member for whom the student is performing research, a student during his/her law school career may earn a maximum of one credit per semester for a maximum of two credits during his/her law school career for satisfactory work as a faculty research assistant. A letter grade will be awarded.

Rights Children and the Law: Delinquency and Children's Autonomous Rights (3 credits – 6172)

Formerly known as Children and the Law II, this course examines children's autonomous rights; limitations on minor's liberties; medical treatment and consent; their 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.

Sales (3 credits – 6304)

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.

Sea Piracy: Human Trafficking, Refugees at Sea, Environmental Disposal and Other Maritime Crimes (2 credits – 6888)

This course addresses crimes at sea, piracy; jurisdiction (courts and prisons); human trafficking; refugees at sea; murder and other crimes committed on board ship; enforcement; terrorism; environmental crimes at sea (toxic wastes; and pollution, etc.); jurisdictional problems, legal regimes at sea. *Students who have taken or may take International Law of the Sea are not eligible to take Sea Piracy and students who have taken (post Fall 2010) or may take Sea Piracy are not eligible to take International Law of the Sea.*

Secured Transactions (3 credits – 6305)

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.

Securities Regulation (3 credits – 6390)

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.

Site Coordinator—VITA (1 credit – 6227)

A Volunteer Income Tax Assistance (VITA) Program Site Coordinator (VITA Coordinator) will receive one credit at the end of the semester if the faculty VITA Manager for whom s/he works certifies that s/he has successfully performed a minimum of 120 hours of VITA program support during the semester. No more than two students may serve as VITA Coordinators in any tax year (note the credit would be available only in the Spring Semester). Students qualifying for credit would not be able to count any hours so worked for the pro

bono service requirement. No student would be eligible to earn more than two VITA Coordinator credits during their tenure at Barry. The VITA Coordinator(s) must complete bi-weekly timesheets reflecting the number of hours worked during that period. The faculty VITA Manager must keep copies of these timesheets. At the end of the tax season, the faculty manager must certify that the VITA Coordinator has worked the requisite hours and that the service experience has been educationally valuable. To qualify as a VITA Coordinator, the student must have a minimum of 20 previous hours experience as a certified VITA volunteer. The VITA coordinator must also successfully complete all IRS training concerning tax changes for the present tax year and all present-year IRS instruction for completing and filing VITA returns (including electronic filing using the IRS Taxwise program). In addition, the VITA Coordinator must be qualified and certified by the IRS at the intermediate or advanced level for the present tax year. The faculty VITA manager will retain certificates documenting the VITA Coordinator's qualifications. The VITA Coordinator will supervise all VITA Volunteers in the preparation of tax returns. The VITA Coordinator will research and respond to tax law issues identified by the VITA preparers in the course of their volunteer work. As needed, the VITA Coordinator will individually prepare the more complicated returns. The VITA Coordinator will perform quality control reviews on all returns prepared at the site and will transmit the returns electronically to the IRS. The Coordinator will also work with the Taxwise software representatives to overcome any customer service interface problems encountered at the site. The VITA Coordinator will ensure all VITA Volunteers are trained and certified before they are allowed to see clients. In addition to tax training, the VITA Coordinator will train all volunteers on procedures to protect client privacy and the importance of safeguarding personal information. The VITA Coordinator will handle client control issues and respond to client concerns by notifying the faculty VITA manager as necessary.

Social Justice: Stories Behind the Cases (2 credits – 6352)

The law is sometimes viewed in terms of stories and lawyers as storytellers. Some propose that stories are the lifeblood of law, ensuring the vitality and relevance of law, as well as the responsiveness of judges to participants in the legal system. This seminar will introduce students to narrative theory and its application to lawyering. Then students will consider the interplay between narratives and social justice in cases involving welfare rights, environmental justice, and homelessness. Finally, the course will explore the stories behind major civil rights cases, such as *Brown v. Board of Education*, *Roe*

v. Wade, *Bowers v. Hardwick*, and *Loving v. Virginia*. The seminar is a paper course; students may satisfy the Upper Level Writing Requirement through this course.

Sports Law (3 credits – 6118)

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.

State Attorney Externship (4-5 credits – 6280)

Students work in the state attorneys offices of the 9th or 18th judicial circuit. Students are primarily placed in the Orange, Seminole, Brevard, and Osceola County Offices. Students work with attorneys in these offices twenty hours a week for 14 weeks. The students assist three attorneys prosecuting persons accused of crimes. The students will assist in the trial work, courtroom presentations, witness interviewing and preparation, negotiations and drafting. In addition to these hours, the students attend a one-hour class weekly. This is a P/F course. In addition to registering for this course, students must submit an application and be accepted in the placement. **Prerequisites:** Professional Responsibility.

Supreme Court Session Review (2 credits – 6337)

This seminar course is an in depth review of previous years Supreme Court decisions, providing an opportunity to study the impact the Courts decisions has on the lower courts and on the country. Students may write a paper to satisfy their Upper Level Writing Requirement to satisfy the course requirements.

Trade Regulation (2 credits – 6139)

This course examines state and federal trade regulation and common issues encountered in enforcement actions. Class topics will include the Federal Trade Commission Act and other FTC rules, supplemental federal and state laws, Florida's "Little FTC Act," and an overview of the enforcement of the Florida's Racketeer Influenced and Corrupt Organization Act. The course will also examine enforcement based upon per se violations and standards of unfairness and deception.

Teaching Assistant: Subject to approval of the Legal Research and Writing Professor, a student during his/her law school career may earn a maximum of one (1) credit per semester for a maximum of two (2) credits during his/her law school career for satisfactory work as a Legal Research and Writing teaching assistant. A Pass/Fail grade will be awarded.

Torts I (3 credits – 5109)

An extensive study of intentional torts, negligence, strict liability, and products liability, including defenses to such claims with a focus on how changing tort law (common law through tort reform) attempts to balance the values of individual accountability and social responsibility.

Torts II (2 credits – 5209)

Torts II builds on the foundational material covered first semester. It is important to remember that the elements of negligence and its various incantations continue to apply during our new explorations.

Trademark Law (3 credits – 6392)

This course explores the broad category of protections associated with trademark law. In doing so, we 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)

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 full simulated jury trial. **Prerequisite:** Evidence.

Water Law: Pollution (3 credit – 6512)

This course will begin with a review of the ethical considerations surrounding the damage to private and public interests through misuse of water resources as well as damage to the ecological integrity of the water itself. The course will then delve into an examination the federal and State laws designed to prevent and remediate water

pollution, penalize the polluter(s), and establish financial mechanisms to fund remediation. This course will include review of numerous water pollution regulations with a focus on the federal Clean Water Act, the Florida Water Resources Act, and the Florida Air and Water Pollution Act. Review of these laws will include their statutory framework, implementing rules, and significant case law. To enhance the students understanding of the regulatory framework in which these laws function, a class will be devoted to review of federal and State administrative law. If time permits, a portion of the class will also be devoted to common law torts and nuisance laws which may be used to remedy water pollution.

White Collar Crime (3 credits – 6230)

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, e.g., when does a prosecutor’s pressuring of a witness to cooperate encourage bending the truth; when does a joint defense move into obstruction of justice.

Wills, Trusts and Estates (3 credits – 6154)

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)

A study of the origin and substance of workers’ compensation law and procedures before administrative tribunals and courts. Special emphasis on Florida statutes and procedures.

SCHOOL OF PODIATRIC MEDICINE

Jeffrey Jensen, D.P.M., Dean

Albert V. Armstrong, Jr. D.P.M., Associate Dean of Clinical Education

Sanjay Sesodia, Ph.D., Chair, Basic Medical Sciences

DOCTOR OF PODIATRIC MEDICINE PROGRAM (DPM)

Faculty: Armstrong, Brill, Buchman, Losito, Merrill, Nelson, Sesodia, Shaw, Singh, Smith, Snyder, Southerland

In 1985, Barry University created the School of Podiatric Medicine (BUSPM) 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, was established in the School of Graduate Medical Sciences in 2002. The School of Graduate Medical Sciences was renamed the School of Podiatric Medicine in 2008 at which time the Professional Master of Public Health program was moved to the College of Health Sciences.

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 in the School of Podiatric Medicine currently 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.

Podiatric Medicine Mission and Program Objectives

Purpose Statement

The purpose of the Doctor of Podiatric Medicine program is to graduate competent podiatric physicians qualified to enter post-graduate training. This is accomplished by excellence in podiatric medical education, fostering life-long learning, expressing a commitment to social justice by serving the local and global community through patient care, and encouraging research and innovation that promotes the common good.

Program Objectives

1. Graduates are able to diagnose, and manage pathology of the lower extremity in a variety of clinical settings with emphasis on preventative medicine.
2. Graduates possess the knowledge of basic medical sciences required to practice as a competent first-year resident.
3. Graduates successfully compete for placement in a post-graduate podiatric residency training program.
4. Graduates practice with professionalism.
5. Graduates effectively communicate with patients and other health care professionals in a multi-disciplinary setting.
6. Graduates are ethnically and culturally diverse.
7. Graduates are able to retrieve and interpret the medical and scientific literature.
8. The program advances scientific knowledge through faculty and student research.
9. The community receives charitable podiatric health care at school sponsored teaching clinics, humanitarian projects, and health fairs.
10. The Foot and Ankle Institute clinics are pre-eminent centers of excellence for the diagnosis, treatment,

and prevention of diseases and disorders of the lower extremity.

11. Continuing medical education programs model life-long learning for students and diversify revenue streams while supporting licensure renewal for practicing podiatrists.

Basic Medical Sciences Objectives

Upon completion of the basic medical sciences preclinical curriculum, students will be able to

1. Describe the normal structure and function of the human body and its components;
2. Evaluate the contribution of molecular, biochemical and cellular mechanisms to homeostasis;
3. State units of measurement appropriate to a medical or scientific parameter;
4. Analyze altered structure and function of the body in disease conditions;
5. Interpret and analyze scientific data;
6. Articulate, using specific examples, various disease etiologies and suggest appropriate current treatment modalities;
7. Retrieve and present medical and scientific information in various forms;
8. Utilize a wide variety of resources to solve clinical problems;
9. Be eligible for the Basic Medical Sciences Comprehensive Examination;
10. Be eligible for the National Board of Podiatric Medical Examiners' Part I examination;
11. Integrate basic medical science knowledge into clinical applications;
12. Identify test values outside the normal range and suggest a diagnosis, given a patient chart;
13. Make a differential diagnosis and prescribe treatment options, given an observation or test result;
14. Demonstrate moral and ethical behavior in and out of the classroom.

Clinical Program Objectives

- Provide students with a broad range of clinical experience to serve as a foundation for their career in podiatric medical health care.
- Provide the knowledge, methods and skills for students to effectively interact with patients and members of other health care professions.
- Prepare students morally and ethically to function efficiently within a changing, dynamic health care system.
- Promote recognition of the importance of preventative foot care and health maintenance to students, patients and the community-at-large.
- Extend high quality, cost effective health care, to all patients.

- Promote primary research and the reporting of innovative ideas by students, faculty and the podiatric community.
- Enable students to successfully compete for and meet the standards for consideration into a post-graduate podiatric training program.
- Provide continuing medical education programs for the podiatric community.
- Develop within our students and the podiatric community concern for the needs of the impaired health professional.

Podiatric Clerkship Objectives

The component of the clerkship combined with didactic background provides the student with the knowledge, skills, and values of podiatric medical practice. The student should develop the philosophy and general skills that would be required of a podiatric resident.

A. Interactions (Patients, staff and peers)

1. Demonstrate listening and interviewing skills
2. Demonstrate caring and compassionate patient care
3. Demonstrate appropriate communicative skills with patients, attendings, residents, and peers
4. Demonstrate ability to accept and respond to criticism

B. Professionalism and Ethics

1. Demonstrate reliability and dependability
2. Express skillful communication skills with patients and other clinicians
3. Present professional and compassionate rapport with patients and peers
4. Recognize and understand the rationale for accepting criticism
5. Demonstrate motivation to learn and knowledge base
6. Follow instructions and protocols well

C. Clinical: Cognitive, Psychomotor

1. Perform a complete medical history and lower extremity physical exam and be able to differentiate between normal from abnormal findings.
2. Demonstrate proficiency in palliative foot care and basic podiatric surgical principles, including digital nail, soft tissue and osseous procedures.
3. Analyze and interpret all blood and diagnostic laboratory studies.
4. Assess and evaluate foot and ankle radiographs and recognize pathology.
5. Perform a biomechanical examination and gait analysis, recognizing pathology.
6. Recognize and differentiate signs and symptoms of systemic disease that manifest in the foot.

7. Analyze a patient case, order appropriate diagnostic tests, creating a differential diagnosis, and organize a treatment plan.
8. Apply knowledge of pharmacology and therapeutics in prescription writing
9. Generate appropriate charting including H and P, Px notes, and orders.
10. Demonstrate appropriate patient and colleague rapport, empathy, professionalism, and continuity of care plans.

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, successful completion and passage of examinations in 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 deficiencies, candidates must be able to perform in the five above areas 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, physiological and pharmacological demonstrations, microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. The 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

The 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. The 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

The candidate for the D.P.M. degree should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The 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. The 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, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and 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

Intellectual-conceptual, integrative and quantitative 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

The candidate for the D.P.M. degree must possess emotional health required for full use of their intellectual abilities, exercise of good judgment, prompt completion of all responsibilities attendant to the diagnosis and care of patients, and development of mature, sensitive and effective therapeutic relationships with patients. The candidate must be able to tolerate physically taxing workloads and to function effectively when stressed. The candidate 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, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed at all stages during the admission and educational processes.

The candidate 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, the candidate 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. The candidate must be able to consistently, quickly, and accurately integrate all information received by all sense(s) employed and must have the intellectual ability to learn, integrate, analyze and synthesize data.

The Barry University School of Podiatric Medicine will consider for admission an 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 an examination to the patient and to the candidate's 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 podiatric residency and 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?

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 date of the most recent MCAT must be within three (3) years of the time of application.

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 TOEFL or IELTS score. The minimum required scores are:

IELTS: 7.5

TOEFL iBT: 100

TOEFL paper based test: 600

The TOEFL or IELTS 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.

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

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
P.O.Box 9200
Watertown, MA 02471
Phone: (617) 612-2900

To download an application or apply online, visit <http://www.aacpm.org/>.

To request an information brochure, send e-mail to 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.

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 27 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).

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.

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 Podiatric Medicine 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.

Business Course Requirements		27
MBA 603	International Business	3
MBA 617	Technology & Information Systems	3
MBA 621	Managerial Finance	3
MBA 646	Marketing in a Dynamic Environment	3
MBA 660	Managerial Accounting	3
MBA 681	Economics for Strategic Decisions	3
MBA 682	Strategy Formulation, Implementation and Entrepreneurship	3
MBA 683	Leadership and Advanced Management Concepts	3
MBA 692	Social, Legal and Ethical Aspects of Business	3

Prerequisite and Preparatory Courses

MBA students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean’s designee, will review each applicant’s undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MBA coursework is at the discretion of the Dean or the Dean’s designee. MBA students must have taken the following undergraduate courses, obtaining a grade of “C” or better in each.

- 6 credit hours of Financial and Managerial Accounting
- 6 credit hours of Macro and Microeconomics
- 3 credit hours of College Algebra or Precalculus
- 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, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The

preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS 511W	Precalculus and statistics: 20 hour workshop
BUS 512W	Accounting Principles: 20 hour workshop
BUS 513W	Economics: 20 hour workshop
BUS 514W	Finance: 6 hour workshop
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

For a complete description of the workshops, please refer to the Andreas School of Business section of this catalog.

In the Podiatric medical curriculum, SPM 536 – Research Methodology, Epidemiology & Statistics (3) and SPM 825 – Practice Management (3) will serve as electives to complete the general M.B.A. program requirements.

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 at the doctoral rate for the School of Podiatric Medicine. Registration for this option requires permission from the Dean.

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. Registration materials will not be processed by the University until international students’ documentation has been verified by the ICC.

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 Dean of Clinical Education or Chair of Basic Medical Sciences before the registration form is submitted to the Cashier/Business Office and the Registrar. Prior to seeking approval of the Dean or Associate Dean of Clinical Education or Chair of Basic Medical Sciences, 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 of Clinical Education or Chair of Basic Medical Sciences.

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 the Podiatric Medicine 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.

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.

Withdrawal from the Program

1. Withdrawal from the Program is permitted only in the following cases: Personal medical reasons;
2. Financial hardship;
3. Personal family hardship; and
4. Student no longer wishes to continue training for the Profession

Withdrawal from a course or the Program for poor academic performance is not permitted. Students wishing to withdraw from the Program must complete a *Student Withdrawal Form* with the approval of the their advisor, Associate Academic Dean for Clinical Education or Chair of Basic Medical Sciences, and the Dean. The date of withdrawal is the date on which the form is signed by the Dean. Students who withdraw from the Program on or before Friday of the tenth week of the Fall and Spring semesters (Friday of the seventh week in Summer Semester) will be awarded a "W" for all incomplete courses; if the deadline falls on a University holiday, it will be extended to the next business day. Withdrawal after this date will result in students earning "F" grades for the uncompleted courses. These will be reflected on their transcript. It is the student's responsibility to initiate and complete the withdrawal process in a timely manner.

Students seeking to withdraw due to medical reasons should consult the Student Handbook and/or the Office of the Dean of Students for the proper protocol for such withdrawals. Students who withdraw for aforementioned reasons (1) – (3) are eligible to reapply for readmission to the Program. To do so they must petition the Dean at least six months before the time of their return and provide documentary evidence to support their petition. In instances of return after withdrawing for medical reason, documentation from the treating physician indicating the readiness of the student to undertake the rigorous curriculum is required. The School of Podiatric Medicine makes no guarantees on the success of such petitions.

Drop-Add and Course Withdrawal

Students should realize that the Podiatric medical curriculum is intense, structured, and allows only minor modifications to be made. Addition of elective courses requires permission of the Dean or Associate Dean of Clinical Education or Chair of Basic Sciences. 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.

Withdrawal from a course for poor academic performance is not permitted. Withdrawal from a course is only permitted if one or more of its prerequisites are not satisfied. In such cases, the adjustment results in

a removal of registration from the affected course and is done within the first two weeks of the semester. The only other mechanism for withdrawal from a course is if the student withdraws from the Program (see above *Withdrawal from the Program*). Withdrawal from a course may severely limit the number of courses a student may take in future semesters as many courses require “prerequisites.” 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 failure to successfully remediate the course (see *Remediation Policy*). It will also extend a student’s time in the program. 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 who fail Gross Anatomy (SPM 590) will not be permitted to continue their studies until Gross Anatomy is passed.

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. Withdrawal from the Podiatric program can be carried out at any time after consultation with the student’s advisor and with the approval of either the Associate Dean of Clinical Education or the Chair of Basic Medical Sciences and the Dean.

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. For additional details see “Academic Information” in this catalog or refer to <http://www.barry.edu/registrar/transcript/Default.htm>.

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

work that is deficient. The Dean or Associate Dean of Clinical Education or Chair of Basic Medical Sciences 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 Dean of Clinical Education or Chair of Basic Medical Sciences 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 requires all students to own and be competent in the use of a laptop computer. Students' computers should be configured to meet or exceed technological standards set by the program. Minimum standard laptop computer specifications are found at Barry University Division of Information Technology webpages (http://help.barry.edu/cgi-bin/barry.cfg/php/enduser/home.php?p_sid=4WZMUAdl).

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 (mymail.barry.edu) 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 that 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).

At the beginning of each year 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 a waiver online at <https://www.srstudentcenter.com/> or in hard copy 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 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 (chickenpox) immunity 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 that 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. Students who have been absent without an acceptable excuse from 10% or more of a course's meetings are subject to failure upon documentation of absence by the instructor. In the case of prolonged absence from classes, it is the student's responsibility to inform his/her advisor of the absence and indicate the expected return to class. Upon return the student should provide the appropriate documentation justifying his/her absence. For prolonged medical absences, a doctor's note indicating the student's fitness to return to class should be submitted.

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, only if approved by the Associate Dean of Clinical Education, the Chair of Basic Medical Sciences, and the course instructor, and 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 for all absences, and the 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 may be required to repeat one of more entire rotations as a result of excessive absences.

Academic Integrity and Behavior

Promotion of academic integrity and ethical professional behavior are objectives of the School of Podiatric Medicine. Cheating or plagiarism is not tolerated in 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. Accusations of cheating or plagiarism will be adjudicated by the Honor Code Committee. Following this adjudication Accusations of cheating or plagiarism will be adjudicated by the Honor Code Committee. Following this adjudication, 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. For a detailed description of what constitutes plagiarism students can consult any number of online resources and hardcopy texts. One such text is *Writing papers in the biological sciences* (4th ed) by Victoria E. McMillan, Bedford/St. Martin's Publishing, New York, (2006).

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 Dean of Clinical Education for disciplinary action or dismissal.

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 an 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 these upon initial enrollment in the School of Podiatric Medicine with the following statement:

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.

The BUSPM Honor Code will be enforced by the Honor Code Committee. This committee is made up entirely of students, and with one non-voting faculty advisor. All students will receive the honor code document at New Student Orientation, and will be held responsible for its contents.

Transfer Policy

No transfer from another Podiatry school into the first or second year of BUSPM is permitted.

Students who enroll in the BUSPM and who have completed an analogous graduate-level course at another institution may qualify to transfer those credits to BUSPM. However, curricula, course requirements, and grading policies vary greatly among courses taught by different instructors in different Barry University schools and/or different institutions. Consequently, a grade of A or B in a course completed in another department or at another institution does not automatically guarantee or entitle the student to receive credit for the same subject in BUSPM. All requests for transfer credit must be submitted in writing to the Associate Dean of Clinical Education or Chair of the Basic Medical Sciences before matriculating into the program.

To request credit for a course in a BUSPM course, a student must:

- Present official documentation (syllabi, official transcripts) from the previous institution that he/she obtained a grade of B or higher in the course. The Associate Dean of Clinical Education or Chair of the Basic Medical Sciences will consult with the relevant BUSPM course instructor(s) as to the equivalency of the completed course(s) based on syllabi and other resources (for example, information obtained from the previous instructor and/or department/school). The BUSPM instructor will determine the equivalence the previous course to the one given at BUSPM and inform the Associate Dean of Clinical Education or Chair of the Basic Medical Sciences of his/her decision. The final determination of the equivalence of the two courses rests with the BUSPM course instructor.

- If equivalency is determined to exist, the Associate Dean of Clinical Education or Chair of the Basic Medical Sciences will inform the student and the BU registrar regarding the assigning of credit and waiving further attendance of classes and taking of tests and quizzes in the course. Transfer coursework will not be used to compute the BUSPM GPA of the student.

- If equivalency is determined not to exist, students are strongly recommended to take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.

- However, students have the option of taking a Comprehensive examination(s) in the course(s) administered by the BUSPM instructor for the course(s) in question. Students must take the Comprehensive examinations within the first three days of the start of the semester in which the course(s) in question is (are) taught.

- A student who takes the Comprehensive examination and achieves a score of 80.0% or more will receive full credit for the course. A grade of “CR” will be registered on the student record.
- A student who takes the Comprehensive examination and achieves a score of less than 80.0% will take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.

Academic Advisement

Every student matriculating in BUSPM is assigned an academic advisor by Associate Dean of Clinical Education or Chair of the Basic Medical Sciences. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Dean or Associate Dean of Clinical Education or Chair of the Basic Medical Sciences at the request of the student or advisor. In the advising process, BUSPM 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 BUSPM (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 Dean of Clinical Education or Chair of the Basic Medical Sciences. 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 course instructor ultimately determines the final grade in a course.

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 BUSPM 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 to Barry University.

Failed courses must be remediated as per the Remediation Policy. If the students fails to successfully remediate a course, then the course must be repeated in its 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 Dean of Clinical Education or Chair of the Basic Medical Sciences 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 may petition for readmission. A suspended student 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 will present the student's petition for readmission to the Faculty Student Evaluation Committee (FSEC). The FSEC may permit the student to resume course work with degree seeking or non-degree seeking status, or may decline readmission. The decision of the FSEC is final. The office of the registrar must have 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.

Remediation Policy

All students who earn a final grade of "F" in a course must take a Comprehensive Remediation Examination in the failed course. Any student who earns a grade of "D" for a course may take a Comprehensive Remediation Examination for the course, subject to approval by the Faculty-Student Evaluation Committee. This Remediation examination shall be administered on a set date in the first week of the semester immediately following the one in which the "F" or "D" grade was earned. Students must score a minimum of 70% to pass the Comprehensive Remediation Examination and the highest grade that can be recorded is a "C". This grade shall replace the previously earned "F" or "D" grade on their transcript. Students who fail to achieve a minimum score of 70% in this exam shall retain the previously earned grade on their transcript and shall suffer the consequences as presently described in the Graduate Catalog. This Remediation option is only permitted for one course per semester and can be utilized for a maximum of three courses in the Program. Students cannot remediate any course more than once. Any student with two "D" grades already on their transcript, who earns a third "D" grade, must remediate the third "D" grade as described above. If such a student fails to earn a minimum score of 70% then they must repeat the course.

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 semester 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 semester 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 American Podiatric Medical Licensing Examination and before entering the third year clinical rotations. Any student who fails to pass Part I of the American Podiatric Medical Licensing Examination before the beginning of the senior year will be dismissed from the School of Podiatric Medicine and Barry University. 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 SPM 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 third year of the curriculum.
- 4) passed the American Podiatric Medical Licensing Examination Part I and Part II, 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 Dean of Clinical Education or Chair of the Basic Medical Sciences of School of Podiatric Medicine, who will respond within 5 business days. If the response of the Associate Dean of Clinical Education or Chair of the Basic Medical Sciences does not satisfy the student, the student may appeal in writing, within 2 business days of receipt of the Associate Dean of Clinical Education or Chair of the Basic Medical Sciences' response, to the Dean of the 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 Dean of Clinical Education or Chair of the Basic Medical Sciences 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

SPM 525	Introduction to Podiatric Medicine	2
SPM 527	Biochemistry I	3
SPM 536	Research Methodology, Epidemiology & Statistics	3
SPM 550	Histology and Cell Biology w/lab	5
SPM 590	Gross Anatomy w/lab	6

Spring

SPM 528	Biochemistry II/Nutrition	3
SPM 547	Neuroanatomy w/lab	3
SPM 595A	Physiology I	4
SPM 625	Applied Lower Extremity Anatomy w/lab	4

SECOND YEAR semester hours

Summer

SPM 595B	Physiology w/lab	2
SPM 610	Clinical Neurology	2
SPM 623	Medical Microbiology I	2
SPM 625B	Applied Lower Extremity Anatomy w/Lab	2
SPM 627	Functional Orthopedics	3
SPM 649	General Radiology	3
SPM 717	Biomechanics of Foot Function	2
*SPM 665	Independent Study	1-3
*SPM 675	Research	1-12
*Elective	(May be taken during any second year semester)	

Fall

SPM 600	Pathology I w/lab	4
SPM 620	Medical Pharmacology	3
SPM 624	Medical Microbiology II w/lab	5
SPM 632	Podiatric Medicine I	2
SPM 711	Podiatric Radiology	2
SPM 717	Biomechanics of Foot Function	2
SPM 717L	Biomechanics Clinical Practicum Lab	1

Spring

SPM 601	Pathology II	2
SPM 621	Clinical Pharmacology	3
SPM 634	Podiatric Medicine II	2
SPM 640	Surgical Principles	2
SPM 650	Internal Medicine I	2
SPM 711L	Radiology Lab	1
SPM 605A	Physical Diagnosis	2

THIRD YEAR semester hours

Summer

SPM 605B	Physical Diagnosis (Lab)	2
SPM 634L	Podiatric Medicine II Lab	1
SPM 705	Emergency & Traumatology I	2
SPM 706	Emergency & Traumatology II	3
SPM 712	Clinical Orientation and Skills Workshop	1
SPM 750	Internal Medicine II	2
*SPM 765	Independent Study	1-3
*SPM 775	Research	1-12
*Elective	(May be taken during any third year semester)	

Fall

SPM 700	Physical Medicine	1
SPM 703	Anesthesiology	1
SPM 713	Podiatric Surgery I	4
SPM 715	Podiatric Medicine III	2
SPM 719	Podiatric Rotating Clinical Clerkship II	7
SPM 738	Podopediatrics	3
SPM 644	Dermatology	2
SPM 708	O.R. Protocol	1

Spring

SPM 652	Peripheral Vascular Disease	2
SPM 707	Emergency & Traumatology III	2
SPM 714	Podiatric Surgery II	4
SPM 716	Podiatric Medicine IV	2
SPM 720	Podiatric Rotating Clinical Clerkship III	7
SPM 722	Cadaver Surgery Lab	1

FOURTH YEAR semester hours

Summer

SPM 820	Hospital Rotation I	4
SPM 821	Hospital Rotation II	4
SPM 832	Podiatric Clerkship Program I	4

Fall

SPM 833	Podiatric Clerkship Program II	4
SPM 834	Podiatric Clerkship Program III	4
SPM 835	Podiatric Clerkship Program IV	4
SPM 836	Podiatric Clerkship Program V	4
*SPM 865	Independent Study	1-3
*SPM 875	Research	1-12
*SPM 819	Communication Skills	1
*Elective	(May be taken during any fourth year block)	

Spring

SPM 802	Podiatric Medicine Seminar	1
SPM 806	Library Research Paper	1
SPM 809	Senior Clinical Rotations	7
SPM 813	Risk Management	1
SPM 815	Orthopedic Seminar	1

SPM	823	Surgical Seminar	1
SPM	825	Practice Management	3
SPM	826	Sports Medicine	2
SPM	831	Community and Minority Medicine	1
SPM	549	Medical Psychiatry	1
SPM	553	Biomedical Ethics	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 Clinical Education. 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 Associate Dean of Clinical Education resulting in failure of the rotation and/or possible suspension from the BUSPM.

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 regimes 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.

Course Descriptions— Podiatric Medicine and Surgery Prefix: SPM

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)

Biochemistry I provides an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function and metabolism of biologically important molecules; carbohydrates, fatty acids, proteins and nucleic acids. The course concludes with a review of amino acid metabolism. Enzyme kinetics, allostery, enzyme inhibition and control are considered in detail. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease.

528 Biochemistry II/Nutrition (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis and treatment. Cell

membranes and the structure, function and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease; atherosclerosis, hyperlipidemia, obesity and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited. Prerequisite: SPM 527.

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. Prerequisite: SPM 590.

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.

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. (CR/NC option only)

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.

595A, 595B Physiology I, Physiology II w/lab (4,2)

Physiology is a lecture-laboratory course that spans two semesters and incorporates concepts from histology, biochemistry and anatomy and applies these concepts to the students' understanding of the normal functioning of the major organ-systems of the human body. The first module, SPM 595A, covers the following major

organ-systems: neuronal, muscular, neuroendocrine, reproductive, cardiovascular, and renal, while the second module SPM 595B covers the respiratory & gastrointestinal systems in addition to a laboratory component. SPM 550 Histology, SPM 527/528 Biochemistry. Note: SPM 595A Physiology I is a prerequisite for SPM 595B Physiology II.

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: SPM 550 for SPM 600; and SPM 600 for SPM 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 (SPM 605A) and lab (SPM 605B). Prerequisites: SPM 595A, 595B. SPM 605A must be taken before or at the same time as SPM 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: SPM 527, 528, 595A and 595B.

621 Clinical Pharmacology (3)

This course is devoted to the study of the commonly prescribed pharmaceutical preparations in the hospital and office medical practice. Hospital orders, prescription writing, as well as the indications, contraindications, adverse reactions and the significant pharmacology of all relevant classes of drugs in general medicine will be discussed. Emphasis is placed not upon the principles of pharmacology but rather on the actual clinical use and adverse reactions associated with all drugs in the typical hospital formulary. Prerequisite: SPM 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 are also

discussed, including modes of action, spectra of activity, and specific mechanisms of resistance. SPM 624 has lecture and laboratory/case presentation meetings. Prerequisites for SPM 623: SPM 527, 528, 550, 590. Prerequisites for SPM 624: SPM 623.

625A Applied Lower Extremity Anatomy I (4)

This course presents the macroscopic structure of the lower extremity using a combination of systemic and regional approaches. Emphasis is placed on the correlation between anatomical structure and function on the one hand, and clinical and imaging applications on the other.

625B Applied Lower Extremity Anatomy II (2)

This course presents the gross anatomical structure of the lower extremity using a regional approach. Emphasis is placed on cadaver dissection by the students, which will allow them to correlate the various anatomical structures of the lower extremity with their functions and their clinical and imaging applications. Prerequisite: SPM 625 (Applied Lower Extremity Anatomy I)

632 Podiatric Medicine I (2)

This course provides the foundation for basic podiatric medicine from a clinical standpoint. Common podiatric pathology will be discussed along with current therapy regimes. Prerequisite-Corequisites: SPM 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: SPM 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: SPM 632, 634. (CR/NC option only)

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: SPM 590.

644 Dermatology (2)

Introduction to general dermatoses especially those affecting feet and lower extremities. Prerequisite: SPM 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: SPM 590.

650, 750 Internal Medicine I, Internal Medicine II (2,2)

Presentation of basic principles of medicine. Prerequisites: SPM 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: SPM 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 Dean of Clinical Education or Chair of the Basic Medical Sciences.

675, 775 Research (credit not to exceed 12)

Research under guidance of faculty advisor. Prerequisite: permission of the Dean or Associate Dean of Clinical Education or Chair of the Basic Medical Sciences.

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: SPM 620 and 621.

705 Emergency & Traumatology I (2)

General concepts of non-cardiac emergency and traumatology from a systems perspective. Prerequisites: SPM 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: SPM 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: SPM 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: SPM 632, 634, 640. (CR/NC option only)

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: SPM 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: SPM 649, 711. (CR/NC option only)

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: SPM 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: SPM 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: SPM 634 and all other first and second year courses for SPM 715; SPM 715 for SPM 716.

717L Biomechanics Clinical Practicum**Laboratory (1)**

Laboratory applications of biomechanical theory and practice as presented in SPM 717. Emphasis on examination and clinical problem solving. Prerequisite: SPM 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 SPM 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: SPM 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: SPM 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 SPM 718, 719 and 720. Prerequisites: successful completion of SPM 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 health care 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: SPM 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 postgraduate training programs. Prerequisites: successful completion of SPM 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 Dean of Clinical Education or Chair of the Basic Medical Sciences.

875 Advanced Research (1-12)

Students will conduct research based upon a format/hypothesis developed in SPM 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 Dean of Clinical Education or Chair of the Basic Medical Sciences.

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: SPM 712, 718, 719, and 720.

MASTER OF SCIENCE IN ANATOMY PROGRAM

MASTER OF SCIENCE (M.S.)

Jeffrey Jensen, D.P.M., Dean
Sanjay Sesodia, Ph.D., 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 two (2) 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
- capable of filling a shortage of gross anatomists in the teaching profession.
- prepared to function morally and ethically in the context of 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 for admission to the 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 ap-

plicant has recently been employed in a scientific field.

- 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 a TOEFL or IELTS score. The minimum required scores are:

IELTS: 7.5

TOEFL iBT: 100

TOEFL paper based test: 600

The TOEFL or IELTS 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.

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

All students are assigned a faculty advisor. 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

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 Chair of the Basic Medical Sciences. 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.

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 semester deadline without 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 a failing "F" grade. Consultation with the student's advisor and approval of the Dean or Associate Dean of Clinical Education or Chair of the Basic Medical Sciences is required for withdrawal.

Students withdrawing from Gross Anatomy (SPM 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 (see also *Remediation Policy* later). Withdrawal from a course may severely limit the number of courses a student may take in future semesters; many courses require "prerequisites." It will also extend a student's time in the program. Students in extended programs are not permitted to drop or withdraw from courses once the courses have begun. Students fail Gross Anatomy (SPM 590) will not be permitted to continue their studies until Gross Anatomy is passed.

Comprehensive Examinations

Students must complete and pass written comprehensive examinations, which are required for the degree. The content of the examinations will include all core courses.

Transfer Policy

A minimum residency of two semesters at Barry University is required. Students who enroll in the BUSPM may qualify to transfer credit in an analogous graduate-level course that they have completed outside BUSPM. However, curricula, course requirements, and grading policies vary greatly among courses taught by different instructors in different Barry University schools and/or different institutions. Consequently, a grade of A or B in a course completed in another department or at another institution does not automatically guarantee or entitle the student to receive credit for the same subject in BUSPM. All requests for transfer credit must be submitted in writing to the Chair of the Basic Medical Sciences before matriculating into the program.

To request credit for a course in a BUSPM course, a student must:

- Present official documentation (syllabi, official transcripts) from the previous institution that he/she obtained a grade of B or higher in the course. The Chair of the Basic Medical Sciences will consult with the relevant BUSPM course instructor(s) as to the equivalency of the completed course(s) based on syllabi and other resources (for example, information obtained from the previous instructor and/or department/school). The BUSPM instructor will determine the equivalence the previous course to the one given at BUSPM and inform the Chair of the Basic Medical Sciences of his/her decision. The final determination of the equivalence of the two courses rests with the BUSPM course instructor.
- If equivalency is determined to exist, the Chair of the Basic Medical Sciences will inform the student and the BU registrar regarding the assigning of credit and waiving further attendance of classes and taking of tests and quizzes in the course. Transfer coursework will not be used to compute the BUSPM GPA of the student.
- If equivalency is determined not to exist, students are strongly recommended to take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.
- However, students have the option of taking a Comprehensive examination(s) in the course administered by the BUSPM instructor for the course in question. Students must take the Comprehensive examinations within the first three days of the start of the semester in which the course in question is taught.
 - A student who takes the Comprehensive examination and achieves a score of 80.0% or more will receive full credit for the course. A grade of "CR" will be registered on the student record.

- A student who takes the Comprehensive examination and achieves a score of less than 80.0% will take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.

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 Chair of the Basic Medical Sciences 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 Chair of the Basic Medical Sciences 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 BUSPM 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 MS Anatomy 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. Students who have been absent without an acceptable excuse from 10% or more of a course’s meetings are subject to failure upon documentation of absence by the instructor. In the case of prolonged absence from classes, it is the student’s responsibility to inform his/her advisor of the absence and indicate the expected return to class. Upon return the student should provide the appropriate documentation justifying his/her absence. For prolonged medical absences, a doctor’s

note indicating the student's fitness to return to class should be submitted.

Attendance at scheduled examinations is mandatory. Examinations may be given in the evening or on Saturday due to space limitations. Examinations will be rescheduled, only if approved by the Chair of Basic Medical Sciences, and the course instructor, and 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 for all absences, and the administration of make-up evaluations (including scheduling and format), are solely at the discretion of the instructor.

Academic Integrity and Behavior

Promotion of academic integrity and ethical professional behavior are goals of the School of Podiatric Medicine. Cheating or plagiarism is not tolerated in 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. Accusations of cheating or plagiarism will be adjudicated by the Honor Code Committee. Following this adjudication, 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. For a detailed description of what constitutes plagiarism students can consult any number of online resources and hardcopy texts. One such text is *Writing papers in the biological sciences* (4th ed) by Victoria E. McMillan, Bedford/St. Martin's Publishing, New York, (2006). Any student caught cheating "red-handed" shall be dismissed from the Program and University without recourse to the Honor Code Committee.

Professional Conduct Code

(See Student Handbook)

Student Honor Code of Conduct

Students in the Masters program are entering a school 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, Master's students will conduct themselves in a manner becoming a graduate student. The School of Podiatric Medicine has developed an Honor Code to insure that all students are familiar with, and commit-

ted to, the highest principles of conduct from the start of their education.

Students are required to affirm their compliance with these upon initial enrollment in the School of Podiatric Medicine with the following statement:

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.

The BUSPM Honor Code will be enforced by the Honor Code Committee. This committee is made up entirely of students, and with one non-voting faculty advisor. All students will receive the honor code document at New Student Orientation, and will be held responsible for its contents.

Advanced Standing

Candidates for advanced standing may transfer to BUSPM 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, BUSPM 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 Chair of the Basic Medical Sciences 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 BUSPM or, for first year, first semester courses, prior to the start of classes.

Students who have taken courses outside of the BUSPM may qualify for credit in the analogous BUSPM 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 BUSPM course, a student must:

- submit a request for transfer credit in writing to the Chair of the Basic Medical Sciences and
- document that he/she obtained a grade of B or higher in an equivalent course within the past three years. The Chair of the Basic Medical Sciences 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 Chair of the Basic Medical Sciences;
- document that he/she obtained a grade of C or higher in an equivalent course. The Chair of the Basic Medical Sciences 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 Chair of the Basic Medical Sciences assigns to every student matriculating at BUSPM an academic advisor. Full-time faculty members in the Anatomy program assume academic advising responsibilities. Advising assignments may be changed by

the Dean or Chair of the Basic Medical Sciences at the request of the student or faculty member. The responsibilities of BUSPM 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 Chair of the Basic Medical Sciences 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 Chair of the Basic Medical Sciences 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 Dean of Clinical Education or Chair of the Basic Medical Sciences 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.

The School of Podiatric Medicine provides remediation mechanisms for failures of an entire course as per the Remediation Policy (*see below*). Unsatisfactory resolution of an F grade or withdrawal from any course that is repeated will lead to automatic suspension from the University.

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 Dean of Clinical Education or Chair of the Basic Medical Sciences to determine eligibility to remain in the program. The Associate Dean of Clinical Education or Chair of the

Basic Medical Sciences 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 remediating a course to resolve a grade deficiency, a minimum C grade must be earned in the remediation 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 Chair of the Basic Medical Sciences 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.

Remediation Policy

All students who earn a final grade of “F” in a course must take a Comprehensive Remediation Examination in the failed course. Any student who earns a grade of “D” for a course may take a Comprehensive Remediation Examination for the course, subject to approval by the Faculty-Student Evaluation Committee. This Remediation examination shall be administered on a set date in the first week of the semester immediately following the one in which the “F” or “D” grade was earned. Students must score a minimum of 70% to pass the Comprehensive Remediation Examination and the highest grade that can be recorded is a “C”. This grade shall replace the previously earned “F” or “D” grade on their transcript. Students who fail to achieve a minimum score of 70% in this exam shall retain the previously earned grade on their transcript and shall suffer the consequences as presently described in the Graduate

Catalog. This Remediation option is only permitted for one course per semester and can be utilized for a maximum of three courses in the Program. Students cannot remediate any course more than once. Any student with two “D” grades already on their transcript, who earns a third “D” grade, must remediate the third “D” grade as described above. If such a student fails to earn a minimum score of 70% then they must repeat the course.

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”.
- 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 Chair of the Basic Medical Sciences of School of Podiatric Medicine, who will respond within 5 business days. If the response of the Chair of the Basic Medical Sciences does not satisfy the student, the student may appeal in writing, within 2 business days of receipt of the Chair of the Basic Medical Sciences’ 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 occurs in the fall semester. 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

Course Descriptions— Anatomy Prefix: SPM

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.

528X Biochemistry II/Nutrition (3)

This is a continuation of SPM 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.

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.

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.

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.

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.

623X Medical Microbiology I, (2)

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. Prerequisites for SPM 623: SPM 527, 528, 550, 590.

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: SPM 590 for SPM 625; SPM 625 for SPM 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: SPM 550, SPM 590.

806 Library Research Paper (1)

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

PHYSICIAN ASSISTANT PROGRAM

MASTER OF CLINICAL MEDICAL SCIENCE (MCMSc)

Doreen C. Parkhurst, PA, MD, FACEP, Associate Dean, Program Director

Keith L. Moore, JD, PA-C, Associate Program Director

Samuel Cleveland, DO, FACEP, Medical Director
Richard Fien, MD, MPH, FACC, Director of

Didactic Education, Faculty Chair of Admissions
Terry Helopoulos, MMS, PA-C, Operations Director, St. Petersburg

Claire Lokitis, MS, PA-C, Operations Director, St. Croix

William Demshok, MS, PA-C, Associate Director of Didactic Education, Miami Shores

Debbi Hanson, MCMSc, PA-C, Associate Director of Didactic Education, St. Petersburg

Wendy Hoon Langen, MCMSc, PA-C, Director of Physical Diagnosis Course, Miami Shores

Randi Beth Cooperman, DHSc, MCMSc, PA-C, Director of Clinical Education

Carmen Queral, PhD, MPH, PA-C, Director of Clinical Site Development and Retention

Whitney Combs, MPAS, PA-C, Associate Director of Clinical Education, St. Petersburg

Gregory L. Burns, MMS, PA-C, Associate Director of Clinical Education, Miami Shores

Jason Murray, MCMSc, PA-C Associate Director of Didactic Education, St. Croix

Lee Goldberg, MD, Adjunct Professor, Core Faculty

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 students who successfully complete the Barry University Physician Assistant Program (Program) will be awarded both the Master of Clinical Medical Science degree and the Physician Assistant Certificate.

Program Website

This catalog is published annually. The Program website www.barry.edu/pa contains the most recent information about the Program as well as a section titled "errata" reflecting Program changes that will appear in the next catalog.

Program Location

The Program seats students at the Barry University campus in Miami Shores, at St. Petersburg College, through a partnership with the University Partnership Center, and at the St. Croix campus in the United States Virgin Islands. The faculty teaches from each site via interactive videoconferencing. Applications to any campus are processed through the Central Application Service for Physician Assistants (CASPA).

Vision Statement

Our vision is that our graduates will be PA leaders in health care technology and clinical practice.

Mission Statement

The Barry University Physician Assistant Program educates students in the practice of collaborative medicine and encourages life-long learning and professional development. It fosters a technology rich environment and clinical training experiences among diverse patient populations. The Program enables students to develop competencies required to meet the health care needs of contemporary society.

Program Objectives

The purpose of the Program is to prepare well-trained health care providers who will extend and complement the capabilities of physicians in the delivery of health care.

The Program:

- Prepares students to be competent and compassionate health care providers.
- Prepares students to be collaborators in interdisciplinary health care teams.
- Emphasizes the importance of critical inquiry and lifelong dedication to continuous learning and self-assessment.
- Cultivates the professional behaviors and values of the helping professions.
- Promotes the importance of health maintenance, health education and the prevention of disease for individual patients and communities.
- Prepares students to practice evidence based medicine that improves the quality and effectiveness of health care.
- Prepares students to be effective communicators in their work with patients, families and other health care providers.
- Prepares students to be proficient in using health care technology.

Competencies and Outcomes

Graduates of the Barry University Physician Assistant Program will be knowledgeable and competent in the following areas as expected by the PA profession:

- Medical knowledge regarding the basic medical sciences and pathophysiology; the diagnosis and management of disease; and the promotion of health.
- Interpersonal & communication skills involving verbal, nonverbal and written exchange of information, which results in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system.
- Patient care that is effective, patient-centered, efficient and equitable in the treatment of health problems and the promotion of wellness.
- Professionalism which emphasizes the practice of the values and ideals, which are embraced by the helping professions, and result in the practice of medicine in a manner that is ethical, sensitive to diverse patient populations and adhering to legal and regulatory requirements.
- Practice-based learning and improvement in regards to the ability to engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of evaluation and improvement of patient care practices.
- Systems-based practice which delivers the highest quality care at the most advantageous value, within the complex health systems providing medical care.

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 deepest 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 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 Program 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 Program curriculum. This includes the development of professional attributes required by the faculty of all Program students by the time of graduation and for future practice as a certified and licensed PA.
- B. The Program standards and essential functions of medical education shape the requirements for admission, retention, and graduation of applicants and students. All graduates are expected to be qualified to enter a field of PA practice of their choice.
- C. Students applying to the Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 health care 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 health care 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 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 Program and University community and health care 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 health care teams.

Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. Applications are encouraged from students of medically-underrepresented minority groups.

The medical education process involved in the Program 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 Program 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, 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. Program policies regarding technical abilities and skills necessary to meet the competency requirements are published and available on the Program website and referenced in its literature. Candidates and students are encouraged to review the competency requirements.
2. Individuals accepted for admission to Program who believe they require a reasonable accom-

modation 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 Program Standards with or without reasonable accommodations. It is the responsibility of the student to provide a complete set of the Program 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 the Physician Assistant Program. ODS will discuss the reasonableness of the accommodation with the Associate Dean and PA Program Director (or his/her agent) in light of cost to Barry University and the Standards described herein. Any disagreements between ODS and the Program 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 Program must sign a statement that they have read, understand and are able to meet the technical and professional standards, with or without reasonable accommodations. The standards apply to all phases of the Program, including admissions, matriculation and graduation.
6. Although a disability may ultimately prevent some candidates or students from meeting these standards, the Program is committed to providing any and all reasonable accommodations that will assist disabled students in entering and successfully completing the Program.

NON-DEGREE OPTION

For those interested in taking courses for enrichment, a maximum of 16 graduate credits may be taken as a non-degree-seeking student. Students 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 required that the undergraduate grade point average, be 3.0 or higher;
- applicants with foreign transcripts or non grade transcripts must submit a degree equivalent evaluation (an original sealed report from a transcript evaluation service). A list of transcript evaluation service providers may be found at www.naces.org;
- completed 12 semester hours in the biological sciences. Anatomy and Physiology are highly recommended. Other acceptable courses are general biology or zoology, human genetics, microbiology, cell and molecular biology;
- completed at least six semester hours in behavioral or social sciences, (psychology, sociology, human growth and development);
- completed a minimum of six semester hours in general chemistry and three semester hours in either organic chemistry or biochemistry. It is recommended that all requirements were completed within the last ten years.
- taken the Graduate Record Examination (GRE); the Medical College Admissions Test (MCAT) 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. GRE scores must be submitted by time of application.
- submitted a complete dossier of official college transcripts (Prerequisite credits that are more than ten years old may not be considered);
- submitted three letters of recommendation, (from clinical work supervisors or clinical coworkers, and academicians);
- evidence of prior experience in health care is highly recommended;
- met the Program 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.

An interview is required and is 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;
- 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 TOEFL or IELTS score. The minimum required scores are:

IELTS: 7.5

TOEFL iBT: 100

TOEFL paper based test: 600

The TOEFL or IELTS 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.

- Applicants must be able to express themselves clearly to others in spoken English and have the ability to understand rapidly spoken colloquial English.

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 health care experience and knowledge of the PA profession, letters of recommendation, the interview and their personal statement.

Candidates given advice on improving their prospects for a subsequent application are advised that each annual candidate pool is unique. There is no guarantee that their personal improvement in admission criteria such as clinical experience, GRE scores, GPA etc. will result in admission in a future application cycle.

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

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 Program in St. Petersburg will receive a tuition discount of 20%.

USVI residents who meet all PA Program admission requirements are granted a preference for admission to

the USVI campus at the time the PA faculty admissions committee considers their application.

The Program also offers a 20% tuition discount to up to 4 students per year — USVI students (residents preferentially), provided the matriculating student agrees in writing to commit to practice for at least two years in the USVI upon graduation. Graduates choosing not to fulfill their service obligation will be required to pay back the amount of discounted tuition to Barry University.

APPLICATION PROCEDURE

Applicants may apply to only one campus and candidates should notify the Program of their choice.

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 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 Program policies for admitted and matriculated students.

The Program uses a rolling admissions process, i.e., it reviews applications as they are completed and makes decisions throughout the admissions cycle. For this reason, it is in the applicant's best interests to apply as early as possible and to check the CASPA site frequently until all requirements including references have been submitted, and the application is complete. Well-qualified applicants who apply late in the cycle may not be admitted because the class may already be filled. It is possible that the class will fill after applicants have been invited to, but not completed, their scheduled interview. In that event, applicants will be notified and have the option of cancelling their interview, or interviewing for the wait list. The Program does not reimburse candidates for any costs incurred for changes to or cancellation of travel related to interviews.

Application materials must be submitted by November 1st each year. All applications must be verified by CASPA by December 1st 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 Physician Assistant Program Admissions Office. Telephone inquiries will be answered if the applicant calls (305) 899-3130 or 1-800-319-3338, Option 2, but email inquiries are preferred (please email paadmissions@mail.barry.edu).

Advanced Standing and Transfer Policy

Due to considerable variation in physician assistant programs throughout the United States, students of other PA programs will not be accepted for transfer into the Program. In addition, applicants to the Program may not receive “advanced standing” based upon previous education or credits taken. Foreign medical graduates must complete the Program in its entirety.

ADMINISTRATIVE POLICIES AND PROCEDURES

Students are responsible for compliance with 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 Office of the Registrar and 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 Cashier Business Office and student health documentation, will not be permitted to attend classes, laboratories or clinical rotations/programs, take examinations or participate in any other activities of the Program. The University will notify scholarship programs, banks providing government-subsidized loans, etc., when students cease to be appropriately registered.

Drop-Add and Course Withdrawal

Within the School of Podiatric Medicine, 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 PA 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 s/he 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 PA education.

Students in the Didactic and Advanced Didactic segments of the Program who request a leave of absence will be considered on a case by case basis. 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. Official transcripts are usually available from the Office of the Registrar 90 days following Commencement. 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 Dean of Clinical Education or Chair of the Basic Medical Sciences 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 Dean of Clinical Education or Chair of the Basic Medical Sciences 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 posted on WebAdvisor by the Office of the Registrar for each student to access: Semester grades are not mailed. 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 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 s/he takes while in the Program. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

Change of name or address notification is the responsibility of the student. The official change of address form is available from the Office of the Registrar. Students must also inform the Program office manager at Miami Shores of address or telephone number changes.

Student Health

Upon entry to the PA Program, every student must have health insurance coverage which meets Barry University requirements, including coverage of occupational exposures. Coverage must remain in effect at all times while enrolled in the Program. Graduate students taking six or more credits may purchase health insurance through the Barry University Health Plan. Students should review the coverage offered by the Barry University Student Health Center (BUSHC) online (<http://student.barry.edu/SHS/insurance.htm>), MyBarry, or by visiting the BUSHC. Students at distant sites may also email Pamela Foster (pfoster@mail.barry.edu) enrollment forms and inquiries.

Upon entry into the Program, students must provide a copy of their Barry University Health Plan enrollment form or other current insurance card to the Program. In the event a change of insurance coverage occurs, the student must submit proof of the new plan. Students covered by an insurance plan other than the University plan must complete an online waiver. Submission of the

waiver must be completed through MyBarry. Failure to submit proof of Barry University Health Plan coverage, or provide the waiver and proof of other insurance, will result in holds on registration and/or withdrawal from all clinical activities, with potential delays in progression through the Program.

Prior to the first day of new student orientation, each student must provide the Program (through the American Data Bank Immunization Tracking System proof of compliance with Program student health requirements. The costs are borne by the student. These health requirements are based in part on the CDC Guidelines for Health Care Workers (<http://www.immunize.org/catg.d/p2017.pdf>) including:

- Statement of Good Health Form (included in welcome pack)
- MMR x2 (doses must be 4 weeks apart) or adequate titer
- Tetanus/diphtheria/pertussis (Tdap) series and a booster within the past 10 years
- Hepatitis B vaccination 3-doses series or waiver
- Varicella (chickenpox) compliance demonstrated or evidence of receipt of immunization
 - Proof of two (2) varicella vaccinations
 - Student's past medical records that indicate a history of varicella disease clinically.
 - Presence of IgG antibody by either Latex Agglutination or ELISA (preferable) testing. Any students not showing past exposure must have the two varicella vaccinations which are 4-8 weeks apart and submit proof PPD screening for tuberculosis (or chest x-ray report if PPD positive)
- The Program also recommends that students receive influenza immunization recommended by the CDC.

Each student must update their PPD status and Statement of Good Health every 12 months, or more often if required by a clinical site to which the student is assigned. The above information may be released to third parties to facilitate student clinical placements.

The Program currently conducts didactic and clinical education in the US Virgin Islands. Current recommendations from the CDC provided to students include:

- Hepatitis A or immune globulin (IG) is recommended for all unvaccinated people traveling to or working in countries with an intermediate or high level of hepatitis A virus infection (see map) where exposure might occur through food or water. Cases of travel-related hepatitis A can also occur in travelers to developing countries with "standard" tourist itineraries, accommodations, and food consumption behaviors.

- Typhoid is recommended for all unvaccinated people traveling to or working in the Caribbean, especially if staying with friends or relatives or visiting smaller cities, villages, or rural areas where exposure might occur through food or water.
- Other Diseases Found in the Caribbean:
 - A Dengue Fever epidemic is occurring on many of the Caribbean islands. Most islands are infested with the *Aedes aegypti* mosquito, so these places are at risk for introduction of dengue. Protecting yourself against insect bites will help to prevent this disease.
 - Long sleeved shirts and long pants help prevent mosquito bites.
 - Sleep under mosquito netting.
 - Use approved insect repellants (DEET 30% concentration is recommended).
 - In 2006, malaria (*falciparum*) was confirmed in travelers to Great Exuma, Bahamas, and Kingston, Jamaica, areas where malaria transmission typically does not occur. Again, avoidance of insect bites is the primary defense.
 - Cutaneous larval migrans is a risk for travelers with exposures on beaches.
 - Outbreaks of ciguatera poisoning, which results from eating toxin-containing reef fish, have occurred on many islands.
 - Endemic foci of histoplasmosis are found on many Caribbean islands, and outbreaks have occurred in travelers.
 - Anthrax is hyperendemic in Haiti but has not been reported on most of the other islands. Haiti also has a high incidence rate of tuberculosis and high HIV prevalence rates. There has been a large influx of people from Haiti to the islands following the earthquake. Please be cautious around anyone that is coughing.
 - Students must also present a basic cardiac life support certification at new student orientation.
 - Students are advised that faculty of the Program are prohibited by accreditation 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 requirements. It is expected that this number will continue to increase beyond the present time.

Among the various screening requirements are criminal background checks, fingerprinting 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

Acceptance into the Program is contingent upon the results of the criminal background check. Candidates with any criminal conviction will have their acceptances rescinded.

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 licensing and credentialing agencies. 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 students are required to use laptop computers and should have them 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. Students are expected to possess computer 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.

Clinical Students

All clinical year students must have home internet access and a personal computer that will operate with the patient tracking system software specified by the Program, which students are required to purchase.

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 mandatory for all PA courses including lectures, laboratory sessions, clinical rotations, and demonstrations. Attendance is monitored daily and absences are recorded. Random attendance checks by the staff or faculty may also be performed. If a student arrives late or leaves early, s/he must document the time. Students are not permitted to sign in for other students or write comments on the sign-in roster sheets.

Students who need to miss a scheduled class or scheduled program activity must request an excused absence from the course director. Requests for excused absence(s) must be made in advance whenever possible, or as soon as feasible in the event of an illness, medical emergency (injury, etc), family emergency (death, serious illness of family member). Students must email the course instructor, and copy the Director of Didactic Education, their faculty advisor, and the didactic Administrative Assistant for their respective campus. Students should state the general reason for the requested absence, but should not go into detail about the illness, general medical condition or personal issues.

Students with more than three excused absences in any course must schedule an appointment with their faculty advisor to review their attendance record. Unexcused absences are considered to be unprofessional behavior. Students incurring an unexcused absence(s) will be referred to their faculty advisor. After discussing the situation with the student, the faculty advisor may refer a student with unexcused absences or excessive excused absences to the Program Director for an early summative evaluation and/or disciplinary action. Repeated tardiness to class and leaving class early will be documented and managed in the same manner as excessive and unexcused absences.

At the course instructor's discretion, attendance (or the lack thereof) may be considered in calculating the course grade, as stated in the syllabus. 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. No student will be permitted to arrive late or leave the clinical site without the permission of the clinical preceptor and clinical faculty. Requests for absences from a clinical rotation should be presented at least 30 days prior to the requested dates of the absence. 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 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 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 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 as outlined in the Didactic and Clinical Year Manuals.

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.

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 awards:

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 Commencement to the class valedictorian;

The President's Award is given at Commencement 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 to honor a student who demonstrates compassion and sensitivity;

The Carolyn Parkhurst Rosser Award to a student who demonstrates strength of moral and ethical character.

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, 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 s/he 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 in Didactic courses is as follows:

A	90%-100%
B	80%- 89.99%
C	70%- 79.99%
D	66%- 69.99%
F	below 66%

The official grading policy of the Program in Clinical courses is as follows:

A	90-100%
B	80-89.9%
C	70-79.9%
F	Less than 70%

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 2.5, with no more than one unresolved D grade, 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 s/he maintains both a semester average and a cumulative GPA of 2.5, has no more than one D grade, and has no outstanding financial obligations to the Program.

After a period of remediation a student who fails a didactic course, at the discretion of their instructor may be allowed to take a summative final examination for that course. If the student scores 70 or higher on this exam their grade will be changed from a “F” to a “D”. The final transcript of a student may reflect no more than one D grade. Students earning more than one D grade s/he will be suspended from the Program.

Students who have successfully completed the Didactic first year and Clinical portion of the curriculum who encounter academic difficulty in the Advanced Didactic semester, will be aggressively remediated. However, they should anticipate a delay in completing the Program pending successful remediation.

Academic Probation – Suspension – Didactic

A student in the Physician Assistant Program will be placed on academic probation if s/he:

- 1) achieves a cumulative or semester GPA below 2.5 (calculated utilizing a 0.0 to 4.00 scale)
- OR
- 2) earns one D grade

All students on academic probation are required to engage in remediation activities. Students not in good standing will be periodically reviewed by the Faculty Student Evaluation Committee to determine eligibility to remain in the Program.

Probation will be rescinded after completion of the next semester of active registration if the student achieves a cumulative GPA of 2.5 or higher with no F or D grades.

A student in the Physician Assistant Program will be suspended if s/he:

- 1) achieves a GPA of less than 2.2 in any semester
- OR
- 2) qualifies for academic or professional probation for two consecutive semesters
- OR
- 3) earns an F in any semester regardless of GPA
- OR
- 4) earns a second D grade in any semester regardless of GPA.

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

Academic Probation – Suspension – Clinical

A student in the Physician Assistant Program will be placed on academic probation if s/he:

- 1) achieves a cumulative or semester GPA below 2.5 (calculated utilizing a 0.0 to 4.00 scale)
- OR
- 2) Earns a grade of F on a Clinical Rotation

Students not in good standing will be periodically reviewed by the Faculty Student Evaluation Committee to determine eligibility to remain in the Program. Probation will be rescinded after completion of the next semester of active registration if the student achieves a cumulative GPA of 2.5 or higher with no new F grades.

A student in the Physician Assistant Program will be suspended if s/he:

- 1) qualifies for academic or professional probation for two consecutive semesters
- OR
- 2) earns a second F in any clinical rotation, consecutive or not consecutive, regardless of GPA

Clinical Grading Policies

Rotation Grading

The following formula is used to establish the grade:

Preceptor Evaluation of Student: 50%

A student scoring less than 70% on the Preceptor Evaluation, or receiving an assessment of “inadequate” with regards to items F, G, R, S or T on the Preceptor Evaluation Form, will result in a grade of “F” and a delay in progression. The entire rotation will need to be repeated.

Written Rotation Subject (CPAST) examination or Elective Paper: 50%

A student scoring less than 70% on the End of Rotation (EOR) written exam must retake the exam on the second Monday of the new rotation and pass the second exam with a minimum score of 70% in order to pass the rotation. A student scoring less than 70% on the Elective Paper must rewrite the paper within 2 weeks and pass the paper with a minimum score of 70% in order to pass the rotation. The grade will be recorded as an “Incomplete” until the remedial exam or paper is completed. A student who scores a 70% or more on a remedial EOR exam or second draft of the

Elective Paper will receive a maximum grade of 70% for this component.

Additionally, the following items are graded as Satisfactory/Unsatisfactory. An Unsatisfactory in any of these areas may reduce a student's rotation grade by one letter (for instance, from a B to a C):

1. Clinical Skills Practical Exam (CSE) – A student failing the CSE component will need to repeat and pass the second CSE. If the student passes the 2nd CSE, the overall rotation grade will be lowered by 1 letter. If the student fails the second CSE that student will earn a grade of "F" and be required to repeat the entire rotation.
2. SOAP note/H & P – Must be submitted during EOR for every rotation. A student submitting an unsatisfactory SOAP Note or H&P will have 1 week to correct the errors for full credit. Failure to do so will result in an unsatisfactory score and their overall grade will be lowered by 1 letter.
3. Typhon - Patient Logging – A significant below average aberrance for the number of patient encounters logged by a student for a particular rotation, or failure to submit signed logs during EOR will result in a grade of Unsatisfactory and the lowering of the overall rotation grade by 1 letter.
4. Typhon/EASI End of Rotation Survey – Failure to complete the survey during EOR may result in a grade of Unsatisfactory and the lowering of the overall rotation grade by 1 letter.

Attendance/ Professional Behavior/ Demeanor – All absences must be excused. Unprofessional behavior while on rotation, including unexcused absences, improper dress or any other violation of the Clinical Year Manual Policies may result in the student being placed on probation and/or failure of the rotation. Failure of a rotation for professional behavioral issues may warrant termination from the PA program.

Failure of a rotation for any reason will result in a delay of progression. The entire rotation, including all EOR activities will be repeated at a later time.

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. Excused absences may be obtained only through the Director of Clinical Education or his/her designee. Depending on the circumstances, students may be required to make up part or all of the time lost on rotation or from EOR activities due to absence. Students may not change, alter or rearrange

their clinical rotation or EOR schedule without prior approval by the Director of Clinical Education. Two or more unexcused absences from any clinical rotation may result in failure of that rotation.

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 blouses for women. Appropriate footwear is required for all students (no open toe shoes or sandals). If wearing scrubs, students must still wear their white coat and Barry University PA student ID badge.

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.

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 ;
- e. understanding and applying basic surgical techniques;
- 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 a rotation outside the local rotation area (sixty mile radius of their Barry University home campus if in St. Petersburg, Miami, or on the island if in St. Croix) must state the reason(s) why they are requesting the rotation 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. The request must be approved by the Associate

Director of Clinical Education or the Director of Clinical Education, and the rotation must be approved by the Medical Director. If the special request is approved, the student will be responsible for securing travel and housing arrangements, and for completing all required documentation.

Even if the distant rotation request is approved, the 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 the event that a specially requested rotation falls through for any reason, the student may sustain a delay in progression in training.

Students are not permitted to independently arrange their own rotations. Further information regarding special requests and clinical rotations may be found in the Clinical Year Manual.

Rotation assignments to sites related to Program grant activities will not be counted as out of area rotations for purposes of this section. Thus students may request one out of area rotation in addition to any rotations they take that are related to Program grant activities. The Program reserves the right to make additional out of area rotation placements if housing is provided based on the availability of Program resources and clinical resources within the local rotation area.

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 the Program. In such cases, 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 with a GPA of 2.2 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 after completion of all course requirements. 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) Completed a summative evaluation during their final term. Each student must successfully complete a proctored examination of a standardized patient which includes assessment of their ability to provide care, demonstrate their clinical skills and medical knowledge, interpersonal and communication skills, and professionalism. The faculty advisor meets with the student and reviews the first didactic year transcript, clinical year evaluations by preceptors, the administrative file, and Physician Assistant Clinical Knowledge Rating Assessment Tool (PACKRAT) scores. Based on this information, the advisor determines if the student will be prepared to enter clinical practice following completion of his/her final didactic semester requirements and indicates this on the summative evaluation form. The final component requires that the student pass the Primary Care Review course examination with a grade of C or higher at the end of the final semester. The Program Director reviews these materials and assures the Dean of the School as to each student's readiness to graduate. Students who demonstrate deficiencies or weaknesses in any of the defined competencies are counseled regarding failure, but are also given opportunity to remedy deficiencies and retest to pass before graduation. Failure to pass the summative evaluation after remediation prevents the student from graduating. Note: There is no minimum score for the PACKRAT examination. The information is used to counsel the student on their personal academic strengths and weaknesses.

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).

Barry University Physician Assistant Program PANCE ranking over the past five years

Class of	Group	Students	Barry Percent Certified	NCCPA National Pass Rate (All Takers)
2008	All Examinations	82	80%	89%
	First Time Takers	66	88%	94%
2009	All Examinations	81	84%	86%
	First Time Takers	69	84%	92%
2010	All Examinations	72	86%	88%
	First Time Takers	66	92%	94%
2011	All Examinations	77	91%	86%
	First Time Takers	74	92%	91%
2012	All Examinations	73	90%	85%
	First Time Takers	74	91%	93%

* as of April 17, 2013. Most recent results available on the Program's website www.barry.edu/pa

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 course instructor 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 Director of Didactic or Clinical Education, who will respond within 5 business days.

If the response of the respective director does not satisfy the student, the student may appeal within 2 business days of receipt of the 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 Dean of the School, who in turn will respond within 5 business days. 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 imposed by the Program Director within 2 business days; the student may appeal to the Dean of the School, who will in turn respond within 5 business days.

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.

Students suspended for professional or behavioral reasons are ineligible to reapply to the Program.

MASTER OF CLINICAL MEDICAL SCIENCE PHYSICIAN ASSISTANT PROGRAM 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. Successful completion of the entire curriculum 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 the program director and based upon faculty recommendations.

The following curriculum is continuously reviewed and is therefore subject to change.

FIRST YEAR			semester hours
Fall			
SPM	585	Physiology	4
SPM	586	Neuroanatomy	2
SPM	580	Clinical Microbiology and Infectious Diseases	3
SPM	590P	Gross Anatomy with Lab	6
SPM	605C	Physical Diagnosis I	3
SPM	621A	Clinical Pharmacology I	1
SPM	530A	Physician Assistant Role in Modern Health Care A	1

Spring

SPM 510	Human Genetics	1
SPM 535	Human Behavior and Psychiatry	3
SPM 602	Medical Pathophysiology I	6
SPM 605D	Physical Diagnosis II	4
SPM 621B	Clinical Pharmacology II	2
SPM 640P	Surgical Principles	2
SPM 701	Obstetrics/Gynecology/ Pediatrics/Geriatrics	3

Summer

SPM 603	Medical Pathophysiology II	3
SPM 649P	General Radiology	3
SPM 705B	Emergency Medicine	2
SPM 605E	Physical Diagnosis III	3
SPM 621C	Clinical Pharmacology III	2
SPM 573	Research in Community Health	4

SECOND YEAR

There will be eight six-week rotations, including Emergency Medicine, Family Medicine, Internal Medicine, Prenatal Care and Women's Health, Pediatrics, Psychiatry and Behavioral Medicine, Surgery and an Elective rotation.

Following each rotation there will be End of Rotation exercises at Barry University.

Fall, Spring & Summer*		semester hours
SPM 552	Medical Spanish	3
SPM 727	Clinical Orientation (PA)	1
SPM 740	PA Rotation 1	6
SPM 741	PA Rotation 2	6
SPM 742	PA Rotation 3	6
SPM 743	PA Rotation 4	6
SPM 744	PA Rotation 5	6
SPM 745	PA Rotation 6	6
SPM 746	PA Rotation 7	6
SPM 747	PA Rotation 8	6

* Any student in the Program who experiences a delay in progression in didactic education or clinical training should consult with the Director of Clinical Education. The structure and rotation course numbers for such students are set at the discretion of the Director of Clinical Education and the Program Director, and may be based on previously published information.

THIRD YEAR*

Fall		semester hours
SPM 553P	Biomedical Ethics/Health Care Delivery	2
SPM 806P	Library Research	7
SPM 638	Thanatology	1
SPM 530B	Physician Assistant Role in Modern Health Care B	1
SPM 665	Independent Study	1-3*
SPM 690	Clinical Therapeutics	2
SPM 695	Primary Care Board Review	3

* An elective may be taken in the advanced didactic semester.

**Course Descriptions—
Physician Assistant
Prefix: SPM****510 Human Genetics (1)**

An overview of basic genetic science, of common problems in clinical genetics, and of issues in genetic counseling. The course is intended to furnish PA students with a useful overview of human genetics sufficient to enable them to manage issues in genetics that may arise in primary care medical practice

**530A, 530B The Physician Assistant Role in
Modern Health Care (1) (1)**

Introduction to the role of the Physician Assistant (PA) 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, PA Professional organizations, PA program accreditation, PA certification and recertification, licensure, credentialing, professional liability, 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. Discussion will include how to generate a differential diagnosis and develop and implement an appropriate plan of treatment for the major disorders, as well as appropriate referral of patients.

552 Medical Spanish (3)

This course is intended to enable students to complete a history and physical and conduct a physical examination in Spanish. No prerequisite knowledge of Spanish is required. Focus is upon diversity and cultural issues.

553P Biomedical Ethics/Health Care Delivery (2)

This course focuses on selected topics in bioethics relevant to Physician Assistant practice: valid consent, the definition of death, euthanasia and physician-assisted suicide, advance directive, neonatology, and an intensive examination of the PA code of ethics. Discussion will include the attributes of respect for self and others, professional responsibility, and a commitment to the patient and their welfare. Further discussion will

include the concepts of privilege, confidentiality, and informed patient consent.

573 Research In Community Health (4)

An introduction to public health issues, epidemiology, and research methods related to the Physician Assistant practice. This course will provide the PA student with an overview of research designs and analytical statistics, incidence and patterns of disease states in populations and the practical application of this information to the public health issues in the clinical setting. The PA student will be able to review and critique medical literature and studies for their validity and clinical significance.

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 also be addressed.

Physiology lecture incorporates concepts from Anatomy, Histology, Biochemistry, Physics and Molecular Biology and applies them toward the understanding of the normal function of the major organ-systems of the human body. The major organ systems covered are: (i) cardiovascular, (ii) digestive, (iii) endocrine, (iv) muscular, (v) neural, (vi) renal (vii) reproductive and (viii) respiratory.

586 Neuroanatomy (2)

This course provides the student with a basic understanding of the structural organization of the central nervous system in sufficient depth to form the basis for clinical application. This course will cover the structure and function of the spinal cord, brain stem, cerebellum and cerebrum. The primary emphasis will be on the major motor and sensory pathways, spinal and cranial nerves and integrative mechanisms of the central nervous system.

590P Gross Anatomy with Lab (6)

Study designed to expose the student to the macroscopic aspects of human morphology and correlate them with

clinical information. The whole body will be covered. Software and models are used. Lecture and lab.

602 Medical Pathophysiology I (6)

Introduction to pathological processes in human physiology. This course will introduce the PA student with the common cardiovascular, pulmonary, renal/genitourinary and hematologic/oncologic diseases seen in a primary care practice today. It will emphasize their epidemiology, pathophysiologic basis, presentation, physical and laboratory exam findings, natural history, differential diagnosis, diagnostic workup and treatment. Content will correspond to those topics listed in the PA National Certification Exam (PANCE) blueprint.

603 Medical Pathophysiology II (3)

This course will introduce the Physician Assistant student with the common gastrointestinal, hepatic, endocrinology, neurological and infectious diseases encountered in a primary care practice today. Similar to SPM 602, it will emphasize their epidemiology, pathophysiologic basis, presentation, physical and laboratory exam findings, natural history differential diagnosis, diagnostic workup and treatment. Content will correspond to those topics listed in the PANCE blueprint.

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. In addition to the vital communication skills required to meet patient's needs, SPM 605 C emphasizes the organization and integration of the collected information ("clinical data") into the written medical record. The course also introduces the student to the process of clinical reasoning and the skill of differential diagnosis. Prerequisites/co requisites: 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 I, II, III (1) (2) (2)

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 course, 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/co requisites: 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 and hospice. This course was developed as a direct result of awareness that current medical training lacks fundamental learning about the dying patient. Students that partake in this discussion course will be able to deal with emotionally charged end-of-life issues and will become more comfortable emotionally to deal with these topics. Includes a practicum experience in the care of patients in long term care settings.

640P Surgical Principles (2)

Introduces the student to the evaluation and management of selected acute, chronic and emergent surgical conditions likely to be encountered in primary care. Emphasis is placed on the integration of anatomy and physiology, history and physical skills, pathophysiology diagnostic studies and surgical interventions. Pre and post-operative management, including appropriate referral practices are included. Prerequisite SPM 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 SPM 590.

690 Clinical Therapeutics (2)

Physician Assistant students in the final didactic semester of the Master of Clinical Medicine Science (M.C.M.Sc.) program will concentrate on the integration of their didactic and clinical experiences through critical thinking to determine patient management decisions. In addition to reviewing present clinical therapeutics & medical intervention, previous concepts taught in pathophysiology, and physical diagnosis will be reviewed. Through a combination of lectures, cases studies, practice questions and reading assignments, students will explore a wide range of medical and surgical topics in preparation for both their clinical careers and the upcoming PA Certification Examination. Prerequisites: SPM 602, SPM 603.

695 Primary Care Board Review (3)

The Barry University Primary Care--Review Course has been designed specifically to assist PA students and PA's in their preparation for the PANCE certification and recertification exams. 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 and recertification exams. The first part of the course will be held during the advance didactic fall semester & consist of a question and answer format using a student response system. Students are required to review & study the assigned reading and PANCE blueprint topics prior to each class

session. During the class session, students will answer multiple choice questions about the assigned organ system topic by using the student response system. Internet use during class time will be limited to the student response system.

The second part of the course requires attending the BUPAP Primary Care-Board Review conference usually held the first week of December. This consists of 40 hours of lectures given over a 5 day period. The course content follows closely the NCCPA blueprint. Each lecturer will present outlines, objectives and in some cases practice questions and clinical pearls for their respective topics, which will be organized in a comprehensive syllabus. To receive credit for the course, all students must pass a comprehensive examination, which like the course, closely follows the NCCPA content blueprint in the selection of topic questions and organization with a score of "70" or higher. Any student who scores lower than "70" will need to take the examination a second time after a period of remediation.

701 Obstetrics/Gynecology/Pediatrics/ Geriatrics (3)

This course is intended to provide the student with a background in family health care as it pertains to specific issues in obstetrics, gynecology, pediatrics and geriatrics.

The obstetrics/gynecology component of the course gives students an understanding of the etiology, pathology and treatment of commonly occurring conditions of the female reproductive system. The course will also provide students with the knowledge required to monitor and treat patients through uncomplicated and complicated pregnancies.

In the pediatrics portion of the course, the student will learn the evaluation and management of the normal/sick newborn, understand basic growth patterns and child development, correlate signs and symptoms to major pediatric disease entities, and develop an awareness of multicultural process; biculturalism, multiculturalism and begin to tailor interactions with patients based on this cultural awareness.

The geriatrics portion of the course introduces the basic and specific concepts of geriatric patient care. The focus is on those contemporary and common issues faced in general and family practice medicine when dealing with the aging patient. With this foundational knowledge, the concepts of care of the elderly, which often differ from core adult, adolescent or pediatric care will become more apparent. The student will be able to describe the process of aging in human health and disease, understand the demography and epidemiology of aging, explain medical entities of the elderly (including, where specified, anatomy, physiology, pathophysiology, diagnosis and treatment), explain the loss of homeostatic control mechanisms that occur with the aging

process, articulate a greater appreciation for the health care needs of the aging patient with specific reference to highlighted issues, explain the purpose and procedures for a comprehensive geriatric examination and use the results to determine prescriptions for care.

705B Emergency Medicine (2)

Discussion will include how to competently handle the diverse critical and cultural problems encountered in an Emergency Department. In an effort to foster critical medical decision making and problem solving, topics include, but are not limited to the following: providing a differential diagnosis for headaches and the approach to evaluating headache; management of hemorrhagic strokes; NIHSS utilization; initial management of a patient with Altered Mental Status (AMS); history and exam of a patient with abdominal pain; history, presentation and management of ectopic pregnancy; delineation of the types of etiologies for chest pain; how Evidence Based Medicine plays a role in risk stratification and practice recommendations; “red flags” in evaluating patients with neck and back pain; the role of EMS providers in the delivery of emergency care; discussion of how to triage in disaster situations and colors/priorities of patients to be managed; issues related to obtaining parental consent when treating a minor in the ED; management of a pediatric patient and how they differ from adults; the pregnant trauma patient; the Glasgow coma scale; physical exam of a patient with respiratory distress; toxicology; environmental emergencies. Contemporary medicine mandates rapid recognition of strokes and the NIHSS designation.

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.

740-747 PA Rotations 1-8 (6 weeks each) (6)

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 students’ progress in cognitive, behavioral and professional areas of clinical practice. Required rotations are designated in emergency medicine, family medicine, internal medicine, women’s health, pediatrics, behavioral mental health psychiatry, surgery and one elective. Prerequisites: All first year courses and SPM 727.

806P Library Research (7)

Successful completion of this research paper is required for physician assistant students and serves to develop skills in literature review and objective interpretation of the same, thereby enabling the student to draw valid conclusions. Prerequisite: SPM 573.

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Phyllis F. Scott, Ph.D., Dean

Faculty: Austin, Castaldo, Charania, Clark, Engle, Giarraffa, Gray, Ingram-Herring, Lacey, Lewis, McGhee, Naranjo, Nowakowski, Pierce, Rodriguez, Rosenwald, Singleton, Smith, Teahan, Tucker, Whelley, Williams, Zaoui

School of
Social Work

In response to a demand for professionally trained social workers, Barry University established the first graduate social work program in South Florida in 1966. 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. *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, as well as other states in the U.S. 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 OF SOCIAL WORK

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 mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

MASTER OF SOCIAL WORK DEGREE PROGRAM

Maria Teahan, ACSW, LCSW, CTS, MSW Program Director

PROGRAM OVERVIEW

The Master of Social Work Program is a year-round graduate education program that offers a 60-credit degree plan and a 32-credit degree plan for baccalaureate prepared BSW students seeking advanced clinical practice in Social Work. The Program offers a competency-based approach to social work education providing students with a strong foundation in generalist practice and a concentration year study of advanced clinical social work practice. The Program is accredited by the Council on Social Work Education, <http://www.cswe.org>. In accordance with the educational standards of the Council on Social Work Education, the school offers a curriculum that prepares social work graduates to work competently with individuals, families, groups, organizations, and communities, guided by ten (10) competencies. Each competency integrates knowledge, values and skills critical to effective practice.

The Program offers more than 790 didactic instructions and supervision and a total of 1060 clinical internship through four Field Education Courses and Field seminars. In the classroom, didactic instructions focus on evidence-based practice and theories taught within a trauma-informed resiliency framework which is highly integrated with the clinical instructions in Field agencies. Students are enrolled in Field Education each semester with corresponding practice generalist and/or advanced clinical practice courses. The program places a strong emphasis on research, writing, role playing, and clinical observation and assessment of practice competencies.

Barry University and the School of Social Work are committed to academic excellence, cultural and intellectual diversity, social justice, and community service. The MSW Program subscribes to the mission of the University and the School by offering and integrated quality curriculum in advanced clinical practice guided by the principles of the profession and tenets of social justice.

MISSION-PHILOSOPHY

Knowledge and Truth: The School of Social Work believes that every social work student should consistently seek and/or create opportunities to help shape a more just and humane society. Students are expected to demonstrate a deep commitment to learning; enhancing their abilities to collect, analyze, integrate, synthesize and apply relevant knowledge and research to practice and the advancement of the profession.

Inclusive Community: The School of Social Work expects all students to demonstrate respect for themselves and the rights and privileges of others; perform all responsibilities with integrity; be open to cultural, social and intellectual differences; and conscientiously self-reflect.

Social Justice: The School of Social Work believes that the core of social work practice is social change. Implicitly and explicitly the School promotes social justice and view students as an important catalyst in fostering peace and equality in all communities. We therefore encourage students, whether through research and/or service, to get involved in school, campus, and community activities that promote social justice.

Collaborative Service: The School of Social Work believes in service learning, life-long learning, and community engagement. Students in their internships are expected to practice with dignity and respect, to work as an effective team member, and demonstrate ethical interpersonal skills.

Graduate students are adult learners; intrinsically self-directed learners. Each student is responsible for his/her education and success in the program. This

accelerated year-round program requires intense commitment, creativity, initiative, well-focused study habits, strong reading and writing skills, and a readiness to learn.

Faculty are committed to the responsibilities of teaching, mentoring, consulting, evaluating performance. Faculty are further committed to academic excellence and applying academic standards in a fair, transparent, and just manner. Faculty and the student share in the responsibility of creating a learning environment that embraces diversity, respects the opinion of others, and promotes the achievement of course learning outcomes.

CURRICULAR THEMES

The following themes underscore the mission of the University and School, the Program competencies, and the commitment of the School to effectively prepare graduates for practice in culturally and intellectually diverse communities

- Ethics and Values
- Critical Thinking
- Culturally Responsive Practice
- Response to local and global communities
- Person in Environment
- Social and Economic Justice
- Leadership

PROGRAM GOALS

The MSW curriculum competencies are expressions of the academic program goals of the School and are consistent with the Council on Social Work Education's educational policies and accreditation standards.

The Academic Program Goals are to:

Educate clinical social workers who:

1. Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
2. Demonstrate competency in advanced clinical social work practice with individuals, families, groups, and organizations.
3. Demonstrate theoretical knowledge, practice skill and commitment related to reducing the effects of oppression and discrimination and advancing social and economic justice in local and global communities.
4. Demonstrate leadership in addressing the range of political, economic and environmental factors that affect social work practice.
5. Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice.

PROGRAM COMPETENCIES/LEARNING OUTCOMES

Educate students who:

- 1) Identify as a professional social worker and conduct oneself accordingly
- 2) Apply social work ethical principles to guide professional practice
- 3) Apply critical thinking to inform and communicate professional judgments
- 4) Engage diversity and difference in practice
- 5) Advance human rights and social and economic justice
- 6) Engage in research-informed practice and practice-informed research
- 7) Apply knowledge of human behavior and the social environment
- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 9) Respond to contexts that shape practice
- 10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
- 11) Apply advanced clinical knowledge and clinical skills in multidimensional assessment, intervention and evaluation
- 12) Engage in crisis intervention, client-centered advocacy, brief and long-term counseling
- 13) Intervene with individuals, families, groups and organizations based on differential assessment of risks and vulnerabilities
- 14) Respond to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment
- 15) Apply interventions that are responsive to all dimensions of diversity

ADMISSION REQUIREMENTS

The School of Social Work offers full-time and part-time program options at three locations; Miami Shores—main campus, Palm Beach/Treasure Coast and Fort Myers sites. At the Miami Shores campus, students are admitted to the MSW program in the fall, spring, and summer semesters. The Palm Beach/Treasure Coast site admits students in the fall semester only. Its part-time program option is offered on Saturdays only. The Fort Myers site admits students in the fall and summer semester and is a full-time and part-time weekday and 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 and necessitates an interview with the Admissions Committee.*

- **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.
- Complete and submit an application form to be submitted electronically accessed by the School's website at www.barry.edu/msw, or a *hardcopy of the application may be requested from the School of Social Work's Office of Admissions, Enrollment and Student Services*
- Submit official transcripts sealed by the institution issuing the transcripts
- Submit a signed, hardcopy of a three page typed double-spaced personal statement
- Submit three recommendation forms (hardcopy) to the School of Social Work Office of Admissions, Enrollment and Student Services. Advanced Standing students must submit only two recommendation forms (hardcopy) and a hard copy of their final BSW Field Placement evaluation
- Complete and sign Criminal History Disclaimer form and the Core Performance Standards Agreement form which can be electronically accessed on the School's website at www.barry.edu/msw
- Submit a \$30 application fee

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 TOEFL or IELTS score. The minimum required scores are:

IELTS: 6.5

TOEFL iBT: 79

TOEFL paper based test: 550

The TOEFL or IELTS 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.

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, Enrollment and Student Services.

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, Enrollment and Student Services. 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, Enrollment and Student Services analyzes academic achievement, work experience, especially in social welfare, maturity and motivation for social work. The final admission decision results in full acceptance, or denial 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.

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, Enrollment and Student Services. 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 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 in their social work courses taken in an accredited 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 their social work courses of an accredited BSW program will be considered for admission on an individual basis to Barry University School of Social Work's 60 credit MSW program. Students' BSW transcripts will be reviewed to determine the completion of coursework with an earned grade of “B” or better which may satisfy MSW course requirements at Barry University. In addition two recommendation forms and a copy of the student's final BSW field placement evaluation are required.

ACADEMIC STANDING

To be in good academic standing, the student must maintain both a semester average and a cumulative GPA of 3.0 (B) on a 4.0 scale, Credit (CR) in all Field Education courses, and evidence full compliance with the School's Core Performance Standards. In the Foundation year of study, students who do not earn a semester GPA of 3.0 cannot advance to the Concentration year of study. Advancement to the concentration curriculum is granted only to those students who have successfully completed all foundation courses and exams and earned a 3.0 GPA or above at Barry University or have successfully completed those foundation courses at another accredited school of social work with an overall 3.0 GPA.

Students enrolled in the 60 credit MSW Program must maintain a cumulative and semester GPA of 3.0 or better and must complete all program requirements within five years of initial enrollment in the program. Students enrolled in the 32 credit Advanced Standing MSW Program must complete all program requirements within three years of initial enrollment in the program.

A student cannot earn more than one “C” grade in any course. A student may be suspended if he/she earns a GPA of 2.0 or lower in any given semester. A student who has been suspended for academic reasons must petition the MSW Program Director at least one month before the beginning of the semester in which the student intends to resume study. The decision of the Program Director is final.

REPEAT COURSE POLICY

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 the event 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. Receipt of a failing grade in a repeat course is cause for dismissal from the Program.

ACADEMIC POLICIES AND PROCEDURES

Students are required to comply with all policies and procedures outlined in the Student Handbook, Field Education Manual, and each course syllabi, as well as other written instructions provided by the School. Students are encouraged to review the Graduate Catalog, School handbooks and manuals, or consult with the Program Director.

ACADEMIC ADVISING

Every student actively enrolled in the MSW Program will be advised by a faculty advisor. Students, however, are required to make their own academic decisions with the understanding that some decisions may result in not completing the program in the time indicated in the School's Master Degree Plan.

ACADEMIC INTEGRITY

Fundamental to academic integrity are the values and ethical conduct standards embraced by the National Association of Social Workers Professional Code of Ethics and the social work profession. Students of the Barry University School 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. Specifically, students are expected to refrain from all forms of cheating, plagiarism, collusion, and acts of deception.

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 and collusion. Collusion is defined as knowingly and intentionally assists another in performing any acts of cheating.

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. All forms of cheating, plagiarism, and collusion represent a violation of the NASW Code of Ethics and the School's Core Performance Standards. The extent to which these standards are breached due to cheating, plagiarism and/or collusion may result in a failing grade for the assignment, a failing grade of the course, and/or termination from the Program by the Dean of the School. Students terminated from the program may appeal said termination to the Provost of the University.

ATTENDANCE POLICY

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class and Field activities (including Field Seminars) is essential. Prompt regular attendance is an expectation. Within the profession of social work, the well-being and, at time, the very lives of clients depend upon the knowledge and preparation of the social work practitioner, as well as his/her timely presence to appointments and timely response to the needs of clients. Not attending classes or Field placement or being tardy for class and/or Field placement seriously compromises the student's ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker. Consequently, in the School of Social Work, prompt attendance to all scheduled class sessions and full compliance to one's internship schedule is required. Failure to comply with this requirement contradicts the ethical principles that reflect the profession's core values and the School's Core Performance Standards and may impact the student's overall grade in the class and/or Field. At the beginning of each semester all teaching faculty and Field educators will define specific requirements for attendance as they relate to the course grade.

WITHDRAWAL POLICY

Students should refer to the Barry University Undergraduate or Graduate catalog for detailed policy and procedures regarding the withdrawal process. Completion of the course withdrawal or withdrawal from the program is the sole responsibility of the student.

CULTURAL DIVERSITY

The School is committed to cultural and intellectual diversity and shall seek to create and maintain a learning environment that acknowledges, respects, and embraces differences.

DISABILITY STATEMENT

Please refer to the University's statement on Disability found in this Graduate Catalog.

GRADUATION REQUIREMENTS

60-Credit Program

- Completion of 60 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit (C) in all Field Education courses
- No more than one "C" grade in any social work course including electives
- Full compliance with NASW Code of Ethics and the School's Core Performance Standards.

32-Credit Program

- Completion of 32 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit in all Field Education courses
- No more than one "C" grade in any social work course including electives
- Full compliance with NASW Code of Ethics and the School's Core Performance Standards.

GRADING POLICY

The grading policy for students in the Master of Social Work Program is as follows:

A	90% – 100%
B	80% – 89%
C	70% – 79%
F	0% – 69%

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 his/her control, and when 75% of the course work and/or Field hours has already been completed successfully. It is the student's responsibility to arrange with the instructor to initiate a Memo of Incomplete in accordance with School policy. A grade of "I" cannot be assigned unless arrangements are made within the semester the course is being taken and all required signatures have been affixed to the Memo and approval of this arrangement has been granted by the respective Program Director. Students with an "I" in a foundation course cannot take concentration courses until all foundation courses are successfully completed nor may a student register for a subsequent course in a curriculum sequence until the incomplete in the previous course has been rectified. A grade of incomplete cannot extend beyond one calendar

year. When a student fails to complete the coursework and/or Field hours within the specified timeframe, a grade of "F" or "NC" is assigned.

Receipt of a failing grade in a repeat course is cause of dismissal from the Program.

TRANSFER OF CREDITS

The School admits a limited number of applicants who have satisfactorily completed coursework 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 up to (6) six credits of graduate level courses other than social work 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 or at the time of new student registration.** 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, Enrollment and Student Services.

WAIVED CREDITS

Students with a BSW degree who do not meet criteria for Advanced Standing enrollment may be considered for admission to the 60-credit program. If accepted into the 60-credit MSW program, up to nine (9) credits earned within the last five years from their BSW program may be waived if the student earned a grade of B or better in the following courses:

- SW 519 Ways of Knowing for Social Work Practice
- SW 533 Social Work in the Social Service Environment
- SW 539 Human Development

TRANSCRIPT CONFERRING UNDERGRADUATE DEGREE

Students admitted to Barry University School of Social Work must submit the final official transcript conferring their undergraduate degree to the Office of Admissions, Enrollment and Student Services by the end of the first semester of initial enrollment. Failure to comply with this policy will adversely impact a student's ability to register for subsequent semester.

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 recommendation form, (5) a new 2-page personal narrative detailing the applicant's professional activities and preparedness to resume 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. Office of Admissions informs the applicant of this determination.
 5. 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.

WITHDRAWALS

Unless otherwise advised, Barry University's reimbursement policy applies. This includes summer semester policies as well. *See the **Institutional Refund Policy** section of this catalog for more details.*

FINANCIAL AID

Funding options for study at the Barry University School of Social Work include an agency employment discount program, student loans, and Barry merit scholarships. 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.

Professional Tuition Discounts

Any applicant enrolled on a part-time basis who is employed in a social service, education or human service capacity for 24 hours or more per week may be eligible for a 30% Professional Tuition Discount. The nature of the employment must reflect basic social services/human services tasks, objectives, and goals. Professional Tuition 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 professional 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 University School of Social Work Scholarships

Merit-based 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.

For more information regarding loans and other financial sources, please refer to the **Financial Aid** section of Barry University's Graduate Catalog.

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
Professional Ethics: 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	Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary. Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities. Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers. Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines. Advocates for and advances change on behalf of vulnerable populations. Demonstrates respect for the positive value of diversity.	Student: Refrains from socializing with clients; maintains boundaries with research participants and students they may teach. Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence. Keeps commitments to clients, research participants, students they may teach and colleagues. Refrains from cheating and plagiarism as defined in the student handbook. Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies. Submits research proposal to IRB for review prior to initiating research activities with human subjects. Participates in individual and/or group activities at the local, state or national level, such as lobby day. Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity. Participates in Social Action and Advocacy Day events as scheduled by the School of Social Work

Standards	Skill Areas	Description of Essential Behavior
Critical Thinking: 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>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>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

Task Management: Effective time/task management strategies guide all professional and academic responsibilities and activities.	<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>
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Standards	Skill Areas	Description of Essential Behavior
<p>Self Awareness:</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>Professional Relationships:</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/or student forums 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>Communication:</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>

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(~~minutes~~) I understand the Barry University School of Social Work affirms its commitment to the values of the social work profession through its intracurricular events promoting awareness of the challenges facing vulnerable populations. Social Action and Advocacy Day is considered to be an integral component of the Barry University School of Social Work core curriculum. Students are required to participate in all Social Action and Advocacy events, and failure to do so may incur penalizations as directed of the policies and protocols of the School of Social Work's deans' office.

Revised 1/25/12

MSW CURRICULUM

The MSW Curriculum is a trauma-informed resiliency based curriculum that prepares graduate for competent clinical practice. It offers a single concentration in clinical social work practice which involves preparation for advanced clinical practice with individuals, families, groups, organizations, and communities. The curriculum is comprised of all practice courses which includes Field Education. Internships are incorporated each semester and provides for progressive learning experiences. Students must complete all course work, 1092 hours of Field Education in the 60-credit program and 672 hours in the 32-credit Advanced Standing program, and participate in all Field Seminars.

The program curriculum is year-round (fall, spring, summer semesters) and is offered at the Miami Shores Campus, Fort Myers, and Palm Beach/Treasure Coast. The program has four distinct matriculation options: 60-credit full-time, 32-credit full-time, 60-credit part-time, and 32-credit part-time. The MSW 60-credit full-time option normally takes four semesters of concentrated student and Field instructions. This Program option is only available at the Miami Shores campus. Available in Fort Myers and the Miami Shores campus is the 32-credit full-time Advanced Standing Program which takes two semesters of concentrated study and the 60 credit and 32-credit part-time options are available at all site locations which normally takes eight semesters to complete.

The following outlines the curriculum for Foundation and Concentration levels of study:

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 503	Introduction to the Social Work Profession (3)
SW 519	Ways of Knowing for Social Work Practice (3)
SW 529	Environmental Context of Social Work Practice: Poverty, Oppression and Trauma (3)
SW 533	Social Work in the Social Service Environment (3)
SW 537	Field Education I (3)
SW 539	Human Development (3)
SW 545	Introduction to Clinical Assessment in Social Work (3)
SW 563	Models of Clinical Intervention in Social Work Practice (3)
SW 569	Introduction to Trauma and Resilience (3)
SW 577	Field Education II (4)

Students are required to satisfactorily complete the Foundation Curriculum with a 3.0 GPA 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 the following:

- 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

- Application of specialized knowledge and skills regarding practice methods, policies, programs, and practice approaches

The Concentration Curriculum reflects this definition of Advanced Clinical Social Work Practice and includes five practice courses, two field education courses, and one psychopathology course. Required courses in the Concentration Curriculum include:

SW 603	Psychopathology (3)
SW 611	Advanced Clinical Social Work Practice with Families (3)
SW 619	Advanced Clinical Social Work Practice with Individuals (3)
SW 675	Field Education III (4)
SW 677	Advanced Clinical Practice with Groups (3)
SW 687	Leadership, Advocacy, and Policy Practice (3)
SW 685	Evaluation in Clinical Social Work Practice (3)
SW 689	Field Education IV (4)

Other required course work includes one social work elective course. The following is a sampling of elective courses taught at the School of Social Work. Electives are 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 672 Social Work Interventions and Major Mental Illnesses.

Field Education

Martine Pierre-Pierre, PhD, LCSW, Director

Field Education oversees the Field practicum component of the social work curriculum. Field education begins in theory prior to the Field experience. It begins during the foundation year, as students develop their theoretical understanding of social work practice and gain a better perspective on the social context of various populations locally, nationally and internationally. Field Education allows students to take this new knowledge and apply it in practice under the supervision of a trained social worker.

MSW Field Course Schedule**MSW (60 Credits) program**

Students admitted to the MSW (60 Credits) program are required to complete four Field Education courses. Foundation Field Education I (SW 537) and II (SW 577) and Concentration Field Education III (SW 675) and IV (SW 689).

Field Education I (SW 537) and Field Education II (SW 577) are sequential courses. In SW 537, students complete 140 hours of Field Agency placement and attend a 14 week Skills lab. In SW 577, students complete 280 hours of Field agency placement and attend Field Seminar.

Field Education III (SW 675) and Field Education IV (SW 689) are sequential courses. In SW 675 students complete 336 hours of Field agency placement and attend Field Seminar and in Field Education IV (SW 689), students complete 336 hours of Field agency placement and attend Field Seminar.

MSW (60 credits) program students complete a total of 1092 Field agency hours.

Advanced Standing (32 Credits) program

Students admitted to the Advanced Standing (32 Credit) program are required to complete two Field Education courses, Field Education III (SW 675) and Field Education IV (SW 689). In SW 675, students complete 336 hours of Field agency placement and attend Field Seminar, and in SW 689, students complete 336 hours of Field agency placement and attend Field Seminar.

MSW Advanced Standing (32 credits) students complete a total of 672 hours.

Field Education and Corequisites

Field Education I (SW 537) is taken with corequisites SW 533 - Social Service Environment and SW 529 - Environmental Context of Practice. Field Education II (SW 577) is taken with corequisites SW 545 - Introduction to Clinical Assessment in Social Work Practice and SW 563 - Models of Intervention in Clinical Social Work Practice.

Field Education III (SW 675) is taken with corequisite courses SW 607 - Psychopathology, SW 611 - Adv. Clinical Social Work Practice with Individuals, SW 619 - Adv. Clinical Social Work Practice with Families. Field Education IV (SW 689) is taken with SW 677 - Adv. Clinical Social Work Practice with Groups and SW 685 - Evaluation in Clinical Social Work Practice.

Failure of any corequisite course for Field Education will result in the student having to repeat the course and either audit or repeat the corresponding Field course and paying for each course audited and/or repeated.

Field Education Agency Placements

The primary Field Education Agency sites are located throughout Miami-Dade, Broward, Palm Beach/ Treasure Coast and Lee counties. Several factors are considered in the Field agency placement process including students' geographical location. Students are assigned a Field Educator responsible for providing direct clinical supervision. Field Educators must hold a Master of Social Work degree with a minimum of two years post-master's experience in a social work practice setting.

Own Agency Placement

Own Agency Placements (OAP) is an approved Field placement in the organization in which the student is employed. Students may request an OAP Field placement; however OAP requests must meet a specific set of criteria prior to obtaining final approval from the Director of Field Education.

Transfer Students

Field Education accepts transfer credits from other Council on Social Work Education (CSWE) accredited Social Work programs. The student must show evidence that he/she has successfully completed a Field course as demonstrated by an Official transcript grade and a supporting letter from the previous program's Field Education program. Final transfer approval of Field Education hours is determined by the Director of Field Education.

Criminal Background Checks Process and Fees

Students are required to complete a criminal background check and may have to complete additional health screenings for entry into Field agencies. All costs related to screening requirements will be the responsibility of the student.

Students who fail to disclose information regarding prior adult convictions and/or criminal penalties to Field Education or any Field agency may be dismissed from the Field agency, and/ or subject to disciplinary action by the Barry University School of Social Work. Such intentional acts of deception may result in termination from the Social Work program by the Dean. A positive criminal history may pose a barrier to Field Education placement; agencies may deny a student internship because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce appropriate health clearances. Prompt disclosure of a known positive criminal incident is therefore recommended.

Grades in Field Education

The Director of Field Education is the instructor for all Field Education courses and determines all final grades. The criteria for the grades are the sole responsibility of the Director of Field Education and grades cannot be appealed within the School, however

a student may file a complaint and formally request the Dean to review the grading process and criteria.

Students earn a CR – (Credit) when the student satisfactorily meets the expected student learning outcomes and completes all course requirements each semester of field placement.

Students earn a NC – (No Credit): when the student fails to satisfactorily meet the expected student learning outcomes and/or fulfill all course requirements each semester of Field placement. A grade of **No Credit** indicates the student has failed the Field Education course. A grade of **No Credit** will require the student to repeat the course and audit the respective Practice course at cost. 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.

Students earn an I – (Incomplete) when a student has fulfilled at least 75% of the Field Education expected student learning outcomes, to include Field assignments and Field agency hours. A Memo of Incomplete must be completed signed by the student and been approved by the Director of Field Education prior to the end of the semester in which the student will earn an Incomplete. (See BSW/MSW Field Manual for details). A grade of incomplete will not be approved unless the criteria for earning an "I" has been met. Failure to submit a Memo of Incomplete for approval will result in a NC (No Credit) grade.

Failure to complete all requirements in Field Education courses, including submission of Field documents by deadlines and completion of Field assignments and Field agency work within the specified Field hours may result in a NC-(No Credit) grade.

Repeat Course Policy

Field Education is a course. As per the course repeat policy (see MSW Field Manual for full policy), students may not repeat Field Education course more than twice and they must earn a CR in the repeated course.

COURSE SEQUENCE

Course sequencing is critical in each program option. Students are requested to register in accordance with the overall course sequencing degree plan. Below is a sample of course sequencing at each program site.

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 credit hours in the foundation year and 32 credit

hours in the concentration year. All courses must be taken in accordance with established pre- and corequisites. Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Full-time students are admitted fall and spring of each academic year.

FALL ADMISSION (Full –Time)

60-Credit Program

(4 consecutive, fourteen-week semesters)

Note: Course sequencing for semesters 3 and 4 are consistent with the course sequencing for 32-Credit Advanced Standing.

Fall

Semester 1

- SW 503 Introduction to the Social Work Profession
- SW 519 Ways of Knowing for Social Work Practice
- SW 529 Environmental Context for Social Work Practice
- SW 533 Social Work in the Social Service Environment
- SW 537 Field Education I (includes Skills Lab)

Spring

Semester 2

- SW 563 Models of Intervention in Clinical Social Work Practice
- SW 539 Human Development
- SW 545 Introduction to Clinical Assessment in Social Work Practice
- SW 569 Introduction to Trauma and Resilience
- SW 577 Field Education II (includes Field Seminars)

Summer

Semester 3

- SW 607 Psychopathology
- SW 611 Advanced Clinical Social Work Practice with Individuals
- SW 619 Advanced Clinical Social Work Practice with Families
- SW 675 Field Education III (includes Field Seminars)

Fall

Semester 4

- SW 677 Advanced Clinical Social Work Practice with Groups
- SW 685 Evaluation of Clinical Social Work Practice
- SW 687 Leadership, Advocacy and Policy Practice
- SW Elective
- SW 689 Field Education IV (includes Field Seminars)

Part-Time MSW Program**60-Credit Program**

(8 consecutive, fourteen-week semesters)

The School of Social Work offers part-time graduate programs at each site location. The part-time program is designed to accommodate today's busy graduate student who is managing multiple demands and responsibilities.

Below is a sample of the 60-credit part-time program. Course sequencing for the 32-credit part-time program replicates Semesters 5, 6, 7, & 8 of the part-time 60-credit program listed below.

Fall**Semester 1**

- SW 503 Introduction to the Social Work Profession
- SW 519 Ways of Knowing for Social Work Practice
- SW 537 Field Education I A (includes Skills Lab)

Spring**Semester 2**

- SW 539 Human Development
- SW 569 Introduction to Trauma and Resilience
- SW 537 Field Education I B

Summer**Semester 3**

- SW 529 Environmental Context for Social Work Practice
- SW 533 Social Work in the Social Service Environment
- SW 577 Field Education II A (includes Field Seminar)

Fall**Semester 4**

- SW 563 Models of Intervention in Clinical Social Work Practice
- SW 545 Introduction to Clinical Assessment in Social Work Practice
- SW 577 Field Education II B (includes Field Seminars)

Spring**Semester 5**

- SW 607 Psychopathology
- SW 611 Advanced Clinical Social Work Practice with Individuals
- SW 675 Field Education III A (includes Field Seminars)

Summer**Semester 6**

- SW Elective
- SW 619 Advanced Clinical Social Work Practice with Families
- SW 675 Field Education III B (includes Field Seminars)

Fall**Semester 7**

- SW 677 Advanced Clinical Social Work Practice with Groups
- SW 689 Field Education IV A (includes Field Seminars)

Spring**Semester 8**

- SW 685 Evaluation of Clinical Social Work Practice
- SW 687 Leadership, Advocacy and Policy Practice
- SW 689 Field Education IV B (includes Field Seminars)

COURSE DESCRIPTIONS**FOUNDATION CURRICULUM****PREFIX: SW****503 Introduction to the Social Work Profession (3)**

This foundation course introduces students to social work as a profession. The history, values, and the development of social work as a profession are discussed. The course emphasizes 1) self-awareness and identity as a professional social worker, 2) an introduction to the effects of oppression on social and economic justice and 3) identifying the roles and functions of a professional social worker as a leader in promoting resilience in client systems.

519 Ways of Knowing for Social Work Practice (3)

This foundation course introduces students to the basic processes of critical thinking and application to the assessment of client systems, social policy and research. Skills of critical appraisal and decision making within a bio-psycho-social framework are practiced with special attention to culturally based sources of knowledge.

539 Human Development (3)

This foundation course provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences and risk and resilience in shaping human behavior. This course uses a developmental framework to examine growth and maturation over the life course with attention to the person-environment configuration. This course emphasizes the relevance of factors including culture, ethnicity, and gender, social constructions of age, social norms, socioeconomic inequality, spirituality, sexual orientation, and trauma in influencing the outcomes of

transactions between the person and the environment over time. Special attention is paid to the applicability of course content to social work practice in human service settings.

533 Social Work in the Social Services Environment (3)

This foundation course introduces students to social welfare service structures and delivery mechanisms, including organizational roles and functions, and how these are experienced by helping professionals and vulnerable populations. Students will examine connections between society's organized public responses to personal problems, especially through social service delivery. Attention to organizational roles in enhancing social justice for vulnerable populations is emphasized.

529 Environmental Context of Social Work Practice: Poverty, Oppression and Trauma (3)

This foundation course prepares students for engaging client systems within an ecological context. This course focuses on understanding client behavior within the larger social environment. Using a bio-psycho-socio-cultural-political lens, how difference and diversity within the social environment can affect social functioning is explored. Poverty, oppression, and trauma are examined as issues of social justice that challenge resiliency in client systems, and require competency in leadership and advocacy on the part of practitioners.

563 Models of Intervention in Clinical Social Work Practice (3)

This foundation course introduces students to social work practice with individuals, families, and groups in contemporary practice settings with an emphasis on identifying appropriate and effective models of intervention. Students will become familiarized with multiple models of intervention at the micro and mezzo levels of social work practice and learn to make effective practice decisions regarding the selection and implementation of various intervention models.

569 Introduction to Trauma and Resilience (3)
This foundation course provides the student with an overview of psychological trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Resilience Theory is introduced. Also included in this class, is the exploration of the professional's response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders and general treatment issues. Finally, students have the chance to review evidence-based practices in the trauma field, including cognitive, neurobiological, clinical, and socio-cultural. A culturally-informed approach to learning is used.

545 Introduction to Clinical Assessment in Social Work Practice (3)

This foundation level course introduces students to a variety of assessment methods utilized in clinical social work practice. Grounded in the ecological model,

students gain competency in bio-psycho-social-spiritual assessment within a person in environment context.

537 Field Education I (3)

This foundation year course requires student to complete 140 hours of supervised clinical practice in a Field Agency in addition to attendance in a 14-week Skills Lab. The Skills Lab prepares students for their field education experience by providing content relative to the basic skills of social work practice. The Skills Lab also provides ongoing integration of clinical theory and practice skills.

577 Field Education II (4)

This foundation year course requires students to complete 280 hours of supervised clinical practice continuing in the same Field Agency. In addition, students are required to attend a 14-week Field Seminar. The Seminar continues to support students' learning and demonstration of competence in their field education experience by providing ongoing integration of clinical theory and practice skills.

607 Psychopathology (3)

This concentration course expands the students' understanding of mental health and psychopathology from a social work perspective. Drawing on a functional approach to assessment, students examine the history of the definitions of mental illness and mental health; common disorders encountered in practice; the impact on the individual, family members, and the social environment; factors that promote mental health; and conducting assessments from a social work ethics-based perspective. Emphasis is given to recognizing indicators of mental disorders, the context in which they occur, and identifying and understanding the classifications described in the latest edition of the *Diagnostic and Statistical Manual*. Emphasis is also given to what is considered best practices in mental health assessment for children, adolescents, and adults.

This course provides the opportunity for students to explore their own values, ideas, and experiences related to mental health and develop sensitivity to socio-cultural and political issues in defining mental health problems. Attention is focused on the role of the social worker in mental health practice.

611 Advanced Clinical Social Work Practice with Individuals (3)

This concentration course focuses on the individual as the basic unit of intervention. Students develop competence in the differential application of selected clinical approaches and techniques for a range of client concerns. The trauma informed, resilience focused framework guides engagement, assessment, intervention, and evaluation of practice with the client system across a range of practice settings and services. Factors that both strengthen and potentially threaten adaptation to life situations, circumstances, and events are addressed.

619 Advanced Clinical Social Work Practice with Families (3)

This concentration year course provides in-depth study of family interventions aimed at promoting well-being

through the use of a trauma informed resilience focused framework for practice. Students develop competencies in 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 trauma, 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.

677 Advanced Clinical Social Work Practice with Groups (3)

This concentration year course examines clinical group work as a basic unit of intervention. A trauma-informed, resilience focused framework guides practice with group members facing various life conditions, circumstances, and events. Students develop advanced competency in a variety of group work strategies and skills, drawn from a variety of theoretical perspectives within a range of practice settings.

685 Evaluation in Clinical Social Work Practice (3)

This concentration course is designed to expand students' capacity to evaluate the efficacy of clinical social work practice with systems of all sizes. Students will evaluate clinical social work practice processes and outcomes across micro-macro levels. Students will utilize outcomes of individual practitioners' work with clients to inform overall program design in agencies.

687 Leadership, Advocacy and Policy Practice (3)

This concentration course prepares advanced clinical social workers to work within the context of human service organizations and the social welfare policy arena on behalf of individuals, groups, families, organizations and communities. Focus is on developing competencies aimed at stimulating change in agencies/organizations and communities that will promote social and economic justice. Advanced skills taught in this course include policy analysis, program development and evaluation, assessment of leadership style, advocacy, planning, linking and lobbying.

675 Field Education III (4)

This concentration year course requires students to complete 336 hours of supervised clinical experience in an approved field agency. Drawing upon achievement of foundation year competencies, students demonstrate advanced skills of clinical social work practice with individuals and families under the guidance of a clinical field educator. In addition, students are required to attend a 14-week Field Seminar where clinical theory and practice skills are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 672 hours.

689 Field Education IV (4)

This concentration year course requires students to complete 336 hours of supervised clinical experience in an approved field agency. Building on Field Education III, students demonstrate a broader range of advanced practice competencies including group work, evaluation

of clinical practice and skills of leadership, advocacy and policy practice. In addition, students are required to attend a 14-week Field Seminar Lab where clinical theory and practice skill are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 672 hours.

ELECTIVE COURSES

525 Community Organization (3)

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.

527 Social Work Practice with Addictions (3)

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.

543 Social Work and Spirituality (3)

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.

556 Social Work Practice with Aging Individuals and their Families (3)

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.

558 Social Work Practice with Women (3)

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.

575 Social Work Practice with Refugees and Immigrants (3)

This course is designed to help students develop social work knowledge and skills specifically related to work-

ing 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.

604 Conflict Resolution and Social Work (3)

This elective course provides students with an exploration of conflict resolution theory and practice principles as they relate to both students' development as social workers and their professional practice with clients and communities.

615 Social Work Practice and Family Violence (3)

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.

617 Social Work Practice with Adolescents (3)

This elective teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with 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.

642 Social Work Practice with Children (3)

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.

643 Crisis Intervention (3)

Focusing on the unique meaning of the crisis event for the individual or family group, the course explores differential methods of practice, setting treatment goals, and identifying the focus of therapeutic interventions.

645 Human Sexuality (3)

This elective examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Specific emphasis is placed on the exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

646 HIV/AIDS Related Social Work Practice (3)

This elective focuses on the complexity of biopsychosocial, ethical, and political dilemmas involved in working with people with HIV/AIDS. Emphasis is placed upon knowledge and practice skills which are employed to address the urgent needs of individuals, significant others, families, small groups, and the community around issues related HIV/AIDS.

654 Contemporary Social Work Practice With Lesbian, Gay Bisexual, and Transgender Persons (3)

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 biopsychosocial assessment and appropriate selection of affirmative clinical interventions for LGBT clients.

655 Ethnic Sensitive Social Work Practice (3)

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.

672 Social Work Interventions with Major Mental Illnesses (3)

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

The Ph.D. Program will enroll its next cohort of students in the Fall 2013. Students are admitted in the fall, every other year.

Program Overview

The Ph.D. in Social Work program prepares experienced social workers and allied professionals to further the knowledge base of the social work 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 effective leadership in the social work profession.

MISSION

Mission of the School of Social Work

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

Ph.D. Program Goals

The Ph.D. in Social Work program is dedicated to educating graduate social workers who will contribute to the creation, dissemination, application, and evaluation of practice-relevant knowledge. The purpose of doctoral education is to prepare graduates for careers in applied social work research, teaching, and leadership in the field of practice. Organized around a developmentally integrated curriculum which attends to both methodological rigor and issues of social justice, students are prepared to engage in independent research and scholarship that informs social work practice at multiple levels.

The doctoral program is guided by five (5) academic goals; graduates will:

1. Demonstrate the capacity for leadership and advocacy focused on promoting social justice.
2. Demonstrate expertise in producing independent research that informs social work practice, service delivery, advocacy, and system change.
3. Conceptualize, critically evaluate, and construct theory to advance social work knowledge, education, and practice.
4. Integrate the values and ethics of the social work profession in teaching, scholarship, and service.
5. Demonstrate comprehensive mastery of a substantive area of social work.

PROGRAM OF STUDY

The PhD Program in Social Work is a part-time program that requires at least 36 credit hours of concentrated course work with continuous matriculation until the successful defense of a dissertation proposal and the successful defense of a scholarly dissertation. The program is tri-semester; courses are delivered fall, spring and summer, for a total of six consecutive semesters. The program provides individualized mentorship designed to advance the student's ability to search, disseminate knowledge through scholarship, practice, and inquiry.

SW 719	Social Work Practice: Theory Development and Analysis (3)
SW 725	Empirical Inquiry for Social Work Research (3)
SW 729	Theories of Organizations and Leadership in Social Work (3)
SW 733	Qualitative Inquiry for Social Work Research (3)
SW 735	Seminar in Dissertation Development I (3)
SW 737	Social Policy Analysis and Change (3)
SW 743	Quantitative Research Design for Social Work (3)
SW 745	Qualitative Methods and Analysis for Social Work Research (3)
SW 747	Quantitative Data Analysis for Social work Research (3)
SW 753	Social Work Education: Issues and Methods (3)
SW 771	Seminar in Dissertation Development II (3)
SW 775	Social Work Teaching Practicum (3)
	Elective (3)
	May be taken outside the School of Social Work in lieu of SW 775

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. 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).

STATEMENT OF CULTURAL VALUES

The School is committed to creating a professional learning environment that fully embraces and respects cultural and intellectual diversity among students and faculty.

FACULTY-STUDENT SCHOLARSHIP AND COMMUNITY SERVICE

The School fully endorses student-faculty collaboration for the purpose of advancing leadership, scholarly and professional growth. Opportunities for student scholarship and participation in community service are imbedded in the School's extrinsic and intrinsic curriculum. The School provides limited scholarships to students to support oral presentations at national referred conferences.

FACULTY ADVISEMENT

Mentoring and advising in the doctoral program is student-centered and concerned with each student's academic progress and professional development. Each doctoral student has an academic advisor/mentor. When dissertation proposal and dissertation planning is in process, doctoral students choose members for their committees best suited for their particular interest.

International Students

Students from other countries are encouraged to apply for admission to a doctoral program.

ADMISSION REQUIREMENTS

Degree

Accredited master's degree in social work or allied discipline

Graduate Experience

Preference is given to candidates with a minimum of two years post-masters' experience

Grade Point Average 3.5

Note: Applicants with a grade point average between 3.3 and 3.49 may be considered on an individual basis if credentials are otherwise exceptionally strong.

Transcript

Official graduate school transcripts from an accredited institution - Use transcript request form provided by the School. Applications will not be given consideration until transcripts are received.

References

Three (3) professional references using form letters - References are to be from colleagues and/or supervisors who know your work and professional performance.

Narrative

Three (3) – four (4) page discussion of 1) how applicant's experience informs his/her research interests 2) why applicant is applying for doctoral studies at this time, and 3) in what way might this program experience advance his/her career.

Writing Sample

An additional sample of applicant's written work is a required admission component. Applicants are required to provide evidence of his/her scholarly abilities. This requirement may be satisfied in several ways; 1) Submit a copy of a grant or program proposal authored by the applicant that included a literature review. 2) Submit a scholarly newsletter of which applicant is noted as the author. 3) Submit a published article with applicant as the author or co-author. 4) Submit a refereed (peer-reviewed) conference paper authored or co-authored by the applicant. 5) Prepare a narrative, not to exceed 15 double-spaced pages, linking current practice/research interests to social justice issues using applicable literature.

Resume

A resume must be submitted at the time of application. In addition to education, work experience, and scholarship, the resume should include public and/or professional service and professional memberships.

Admission Interview

The Doctoral Committee of the School of Social Work interviews all applicants.

The Doctoral Committee is comprised of the Ph.D. Program Director and doctoral faculty. Criteria employed in determining admission include evidence of achievement in previous academic programs, increased competency in professional performance, knowledge of critical issues associated with the applicant's area of professional interest and the potential for contributions to the knowledge of the profession through research, leadership, scholarly writing, and professional education.

Application Form

Online applications preferred

Application Fee

\$50.00 non-refundable fee must be paid at the time of application. This fee is waived for Barry University alumni.

Graduate Record Examination (GRE)

The School requires each applicant to take the Graduate Record Examination (GRE) General Test. Scores on this test will not disqualify an applicant for admissions into the program. However, the score may serve as an asset should the applicant need to enhance his/her credentials for consideration by the Admissions Committee. Score reports must be sent to the School of Social Work, Office of Admissions and Enrollment.

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 three terms or the equivalent of one academic year 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, 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 (5 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.
 - (b) **Students** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director.

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 six academic credits may be transferred from doctoral programs in fields other than social work after the candidate has been accepted into the Barry program, and if the courses are appropriate to the student's program. Up to nine 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. 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.

School of Social Work Ph.D. Program Financial Assistance

Tuition Discounts

Tuition is discounted by 10% for students working 24 hours per week or more in social work/human services, health services, education, or other allied professional settings.

Tuition is discounted by 10% for Barry University alumni.

Tuition is discounted by 20% for alumni who are also working 24 hours per week or more in social work/human services, health services, education or other allied professional settings.

Research Assistantships

The School of Social Work offers a limited number of assistantships. Research and teaching assistants are generally appointed for 10 to 20 hours per week. Assistants work with faculty members on a variety of projects and assist with teaching responsibilities or research activities. Students wishing to be considered for a Graduate Assistant appointment must complete an application and submit to the School of Social Work Office of Admissions and Enrollment. Assistantships are equivalent to 80% of a 3-credit hour course per semester.

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. Awards are competitive and are based on demonstrated leadership in the profession and academic strength.

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.

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.

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) and the Council on Social Work Education's Minority Fellowship programs (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 POLICY

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 Dissertation Development I or II.
- 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.

CURRICULUM

The doctoral program is a year-round part time program. The core curriculum is designed to provide students with expertise in social work education, leadership, research methods and social work theory. The program requires a minimum of 36 credit hours of graduate study, plus dissertation. The curriculum consists of twelve 3-credit hour courses with an elective option. The 3-credit hour elective option, allows students to choose an extended learning opportunity outside the School of Social Work, in an area of individual interest and expertise.

Part-time students must be enrolled in at least 6 hours of course work each semester. Two courses are offered each semester (fall, spring, and summer). A semester consists of fourteen (14) weeks. Three hour classes are held in the afternoon and evening on the same day each week. Students, who devote themselves to following the curriculum as designed, may complete class requirements in two years.

RESIDENCY

Academic residency requirements stipulate that students enroll in a minimum of 6 credits for two consecutive or non-consecutive terms.

PROGRESSION REQUIREMENTS

The School of Social Work establishes progression requirements for course work and candidacy. Upon successful completion of the Dissertation Seminar II course, the student must present and defend a dissertation proposal no later than two semesters following the completion of the course. A successful defense of the dissertation proposal, transitions one from a student to candidacy. Candidates are granted a maximum of two years, after the committee's approval of the dissertation proposal, to present and defend the dissertation.

The Doctoral Committee reviews the progress of students who have not completed the degree at the end of four (4) years, from the time of admissions. As a result of the review, the Committee may recommend additional course work and/or enhanced academic support systems. At the end of the fifth year, with the exclusion of a leave of absence approved by the Dean of Social Work, the Doctoral Committee will review the status of candidates and request a meeting with the student and his/her Dissertation Committee Chair.

CONTINUOUS MATRICULATION

Candidates must maintain enrollment in Seminar in Dissertation Development II until dissertation has been successfully defended. Failure to register for the Seminar courses for two consecutive semesters will result in automatic termination from the program.

GRADUATION REQUIREMENTS

Consistent with the curriculum description, all candidates are required to earn 36 credit hours of course work beyond the master's degree. Following coursework and successful defense of dissertation proposal, students must enroll in Seminar in Dissertation Development II (3 credits) each term in which they are working on their dissertations.

Students must

- Successfully complete all required coursework
- Successfully complete and defend a dissertation proposal
- Successfully complete and defend an empirical dissertation.
- Complete all degree requirements within five years of initial matriculation in the program.

Course Descriptions— Social Work Prefix: SW

719 Social Work Practice: Theory Development and Analysis (3)

In this course, students will examine how socio-political trends and essential theories of human behavior have influenced the development of social work practice approaches. Theoretical orientations and practice models will be examined through the lenses of historical significance, ontological and epistemological perspectives, sociopolitical relevance, values and beliefs, and empirical evidence of effectiveness. Students are encouraged to critically evaluate existing practice theories and approaches as well as engaging in new theory development.

725 Empirical Inquiry for Social Work Research (3)

This first-year doctoral course provides students with an overview of the philosophical assumptions of empirical inquiry and the guiding methodologies (quantitative, qualitative) associated with the scientific method specific to social work research. Students explore the relationship between empiricism and ethics. Students articulate the reciprocal link between social work research and practice, theory, and policy.

729 Theories of Organizations and Leadership in Social Work (3)

Different theoretical perspectives on the organizational and administrative context of human service delivery systems are examined in this course. Existing frameworks are explored for their underlying value assumptions and for their relationship to the state-of-the-art in research development and application to social work leadership in management and practice.

733 Qualitative Inquiry for Social Work Research (3)

This course is the introductory doctoral course in qualitative research methods, and is a prerequisite for the advanced doctoral qualitative research course. This

course emphasizes knowledge and skill development in qualitative research approaches and attendant methodologies in advancing social work practice.

735 Seminar in Dissertation Development I (3)

This course focuses on developing student expertise about a social issue relevant to social work practice through an in depth and critical review of the existing academic literature. Students will learn to critically examine social issues relevant to social work practice and existing solutions through a social justice lens with the aim of identifying and addressing existing gaps in the research. In this course, students will develop a comprehensive and integrated review of the literature associated with an identified social issue relevant to social work practice. It is expected that this integrative literature review will directly inform the conceptual framework associated with students' dissertation research.

737 Social Policy Analysis and Change (3)

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.

743 Quantitative Research Design for Social Work (3)

This doctoral course provides students with an in-depth understanding of the quantitative research process and the necessary components to design a quantitative study. This process includes a review of hypothesis and research question formulation, experimental and observation designs, measurement, sampling strategies and data collection.

745 Qualitative Methods and Analysis for Social Work Research (3)

This course advances doctoral students' knowledge and skills in engaging in qualitative inquiry in social science and social work research. Building on the knowledge gained in Qualitative Inquiry for Social Work Practice, students advance skills of critically assessing descriptive qualitative research literature, develop proficiency with the nuances of rigorous qualitative data analysis, and gain expertise with various qualitative data analysis software programs. The course is specifically designed to assist students in developing expertise in the methods of research that support and build upon existing social work practice knowledge.

747 Quantitative Data Analysis for Social Work Research (3)

This doctoral course provides students with an in-depth overview of quantitative data management and statistics that are used to produce quantitative social work research that focuses on advancing social work knowledge. Topics include linkage of statistics to hypotheses/research questions, validity, descriptive and inferential statistics, and factor analysis. The use of SPSS as a software package to manage and analyze data is highlighted.

753 Social Work Education: Issues and Methods (3)

Diverse professional and academic influences have an effect on social work education. The interplay of forces within the profession, the university or college context, and the larger society have both shaped and challenged social work education. Most social work educators in the 21 century are trained in research and other academic skills. This course extends the student's proficiency to include preparation for the educational functions of the professorial role. This course provides a theoretical background to enable the student to better understand the teaching task in education for social work practice and recognize issues in the broader context of higher education which affect social work education. The goal of this course is to prepare doctoral students for leadership roles in the profession who are knowledgeable about curriculum issues, and teaching and training methodologies central to the development of social work education. The course provides opportunity for teaching skills development through classroom practice and discourse around teaching experiences.

771 Seminar in Dissertation Development II (3)

This course is intended to further prepare students to successfully engage in independent doctoral level social work research. The course is designed to facilitate the development of the first full draft of the dissertation proposal, as well as to enhance students' ability to engage in ethical, rigorous, independent research that attends to issues of social justice and advances the profession's knowledge base. It is expected that upon completion of this course students will be prepared to present their dissertation proposal to their committee for review.

775 Social Work Teaching Practicum (3)

Many doctoral students assume teaching and/or administrative positions after graduation, and teaching skills are important to virtually all leadership roles concerned with effective presentation, communication, supervision, evaluation, training, and mentoring. Working closely with a faculty member, this course provides students with a supervised experience with the major tasks and functions of the social work educator. Curriculum development, teaching, and supervision are seen as integral components of the practicum experience.

Elective (3)

This course is optional to Social Work Teaching Practicum and may be taken outside of the School of Social Work.

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Interactive Art Director - Web Services	Andressa Sily, M.S.
Director, Network and Telecommunications	Maximo Ramirez, B.S.
Senior Network Engineer.....	Falizea Burkes, B.S.
Network Engineer	Harry Lorthe, B.S.
Unified Communications Specialist.....	Kolin Roberts, B.S.
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Associate Director, Client Services.....	John Baldwin, B.S. IT
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Manager, Desktop Support Services	Karl-Marc Degraff, M.S.
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Director, IT Business Operations	Glendon B. Redway, M.Phil.
Coordinator, IT Business Planning.....	John Beynon, M.S.
Manager, IT Procurement	Carolyn Chan, M.Sc.
IT Acquisitions Specialist	Alexander Stevanovski, B.S.
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Manager, wITs.....	Keva Boone, M.S.
Trainer, Workplace & Instructional Technology Services	Laura Fothergill, M.S.
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Reference Librarian	Maria Gonzalez, M.L.S.
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Database Analyst.....	Debra Pantaleo, B.S.
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Undergraduate Student Admissions Advisor	Ivana Vento, B.S.
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Coordinator, Sport, Exercise & Performance Psychology Program	Gualberto Cremades, Ph.D.
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Assistant Sports Information Director	Brian Kortz, B.S.

Head Coach, Men's Baseball	Marc Pavao, M.S.
Head Coach, Men's Basketball	Butch Estes, 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	Shannon Sykora, B.A.
Head Coach, Men's Golf	Jimmy Stobs, B.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	TBA
Head Coach, Women's Softball	Danielle Penner, M.S./M.B.A.
Head Coach, Men's Tennis	George M. Samuel, Ph.D.
Head Coach, Women's Tennis	Avi Kigel, M.S.
Head Coach, Women's Volleyball	Steve Hendricks, M.S.
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Financial Accountant	Melissa Malagon
Senior Accountant	TBA
Senior Accountant	TBA
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Grants Assistant	TBA
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Counselor, Undergraduate Admissions	TBA
Counselor, Undergraduate Admissions	TBA
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