

BARRY UNIVERSITY

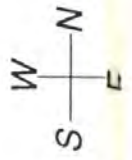
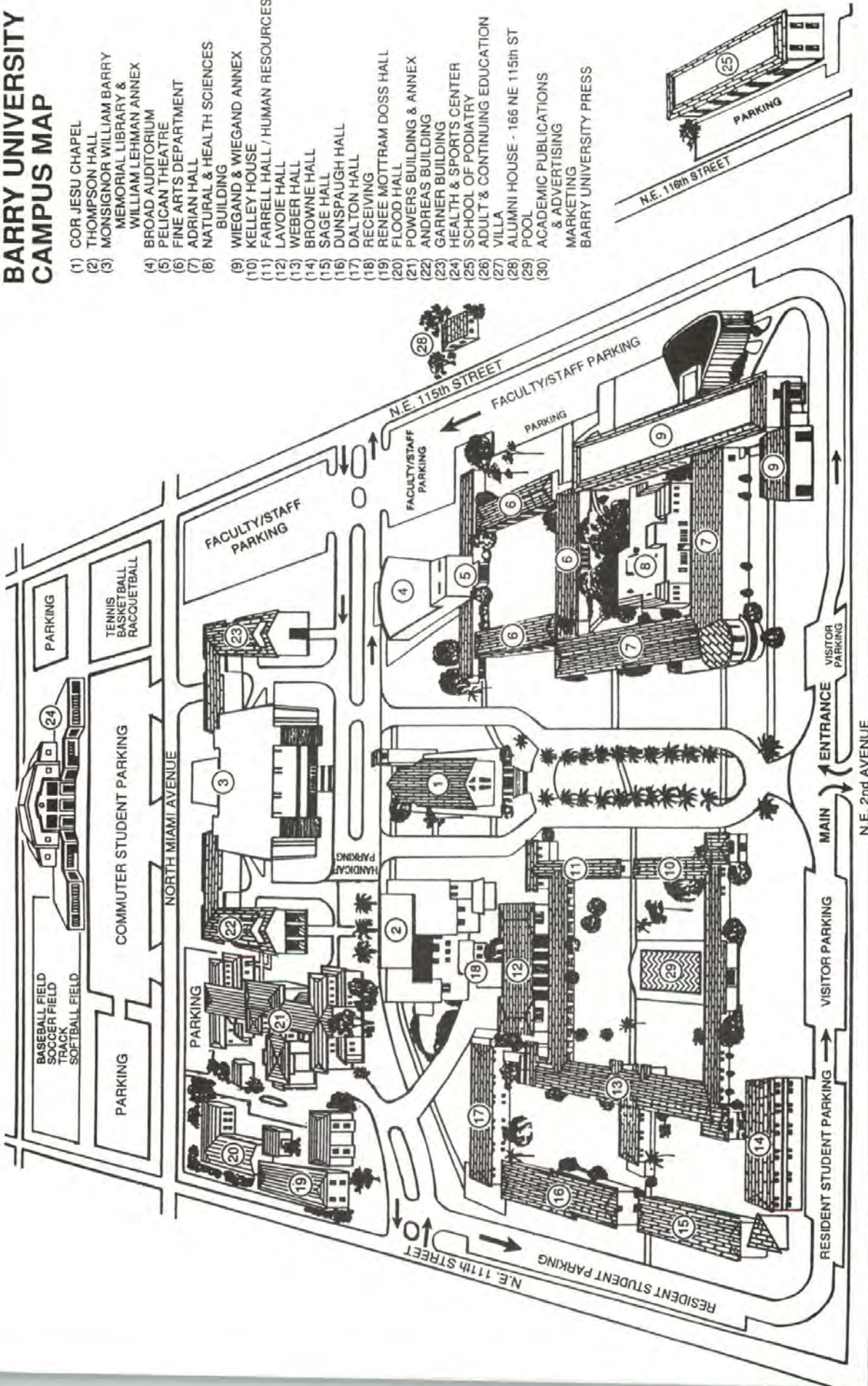


1998-1999
Undergraduate Catalog

A Catholic International University
Miami Shores, Florida

BARRY UNIVERSITY CAMPUS MAP

- (1) COR JESU CHAPEL
 - (2) THOMPSON HALL
 - (3) MONSIGNOR WILLIAM BARRY MEMORIAL LIBRARY & WILLIAM LEHMAN ANNEX
 - (4) BROAD AUDITORIUM
 - (5) PELICAN THEATRE
 - (6) FINE ARTS DEPARTMENT
 - (7) ADRIAN HALL
 - (8) NATURAL & HEALTH SCIENCES BUILDING
 - (9) WIEGAND & WIEGAND ANNEX
 - (10) KELLEY HOUSE
 - (11) FARRELL HALL / HUMAN RESOURCES
 - (12) LAVOIE HALL
 - (13) WEBER HALL
 - (14) BROWNE HALL
 - (15) SAGE HALL
 - (16) DUNSPAUGH HALL
 - (17) DALTON HALL
 - (18) RECEIVING
 - (19) RENEE MOTTRAM DOSS HALL
 - (20) FLOOD HALL
 - (21) POWERS BUILDING & ANNEX
 - (22) ANDREAS BUILDING
 - (23) GARNER BUILDING
 - (24) HEALTH & SPORTS CENTER
 - (25) SCHOOL OF PODIATRY
 - (26) ADULT & CONTINUING EDUCATION
 - (27) VILLA
 - (28) ALUMNI HOUSE - 166 NE 115th ST
 - (29) POOL
 - (30) ACADEMIC PUBLICATIONS & ADVERTISING
- MARKETING
BARRY UNIVERSITY PRESS



BARRY UNIVERSITY



1998-1999 Undergraduate Catalog

Barry University accepts all qualified candidates for admission without regard to race, sex, religion, creed, color, national or ethnic origin, age or physical handicap.

Inquiries, Applications and Credentials:

BARRY UNIVERSITY

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

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

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

Financial Aid: (305) 899-3673

E-mail: admissions@jeanne.barry.edu

SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

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

ACADEMIC CALENDAR 1998-99

Fall 1998

Orientation New Faculty Assembly	Monday, August 24
Orientation New Students	Tuesday, August 25
Registration	Monday, August 31
Classes Begin	Monday-Tuesday, August 31-September 1
Labor Day	Wednesday, September 2
Fall Holiday	Monday, September 7
Thanksgiving Holiday	Friday, October 23
Classes End	Thursday-Sunday, November 26-29
Final Exams	Friday, December 11
Commencement	Monday-Friday, December 14-18
	Saturday, December 19

Spring 1999

Registration	Thursday-Friday, January 7-8
Classes Begin	Monday, January 11
Martin Luther King Holiday	Monday, January 18
Spring Break	Monday-Friday, March 1-5
Easter Holiday	Thursday-Sunday, April 1-4
Classes End	Thursday, April 29
Final Exams	Friday-Thursday, April 30-May 6
Commencement	Saturday, May 8

SUMMER SCHOOL 1999

Summer I

Monday Classes	Monday, May 10 (classes meeting 4:00 P.M. or later)
Classes Begin	Tuesday, May 11 (all other)
Classes End	Friday, June 18

Summer II

Classes Begin	Monday, June 21
Classes End	Friday, July 30

Weekend Occupational Therapy Program

Fall Term 1998	August 22 - December 6
Spring Term 1999	January 9 - April 25
Summer Term 1999	May 8 - August 22

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

Fall Term 1998	October 5 - December 12
Winter Term 1999	January 11 - March 20
Spring Term 1999	April 12 - June 19
Summer Term 1999	July 6 - September 12
Fall Term 1999	October 9 - December 17

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

TABLE OF CONTENTS

Academic Calendar	3	Certificate Program Translation/ Interpretation	96
Accreditation	6	Non-Degree Program	
Mission Statement	7	Chinese	97
General Information	8	Portuguese	97
Admission	11	Department of Fine Arts	98
International	15	Art, B.F.A., B.A.	98
Student Life, Division of Student Services	18	Painting and Drawing	99
Tuition, Fees, and Financial Aid	24	Ceramics	99
Academic Information	30	Computer Imaging	99
Policies and Procedures	40	Photography, B.F.A., B.A.	102
Academic Resources	45	Photography/Creative	102
Learning Center	45	Photography/Computer Imaging	103
CAL Program	47	Photography/Communication	103
Transition in Language and Culture Program ..	48	Photography/Biomedical and Forensic ...	103
Honors Program	49	Photography Certificate	103
Study Abroad	51	Music	105
BEC Program	51	Music Minor	105
Summer Scholars	51	Dance Minor	107
Division of Information Technology	52	Theatre, B.F.A., B.A.	108
Distance Education Center	53	Theatre Minors	109
David Brinkley Studio	53	Department of History and Political Science	111
School of Adult and Continuing Education	57	History, B.A.	111
Bachelor of Professional Studies, B.P.S.	58	Political Science, B.S.	113
Bachelor of Liberal Studies, B.L.S.	59	Non-Degree Program	
Bachelor of Public Administration, B.P.A.	60	Geography	116
Health Service Administration, B.S.	61	Social Science Secondary Education	115
Bachelor of Science in Information Technology, B.S.	62	Department of Interdisciplinary Studies	117
Bachelor of Science in Legal Studies, B.S.	63	International Relations, B.A.	117
Bachelor of Science in Professional Administration, B.S.	64	Liberal Studies, B.A.	118
School of Arts and Sciences	75	Pre-Law, B.A.	118
Department of Communication	81	Non-Degree Programs	
Advertising, B.A.	81	Humanities	119
Broadcast Communication, B.A.	82	Peace Studies	120
Communication Studies, B.A.	83	Women's Studies	120
Public Relations, B.A.	83	Department of Mathematics and	
Non-Degree Program		Computer Science	122
Speech	87	Mathematical Sciences, B.S.	122
Department of English and		Computer Science, B.S.	127
Foreign Languages	88	Mathematics Minor	128
English, B.A.	88	Computer Science Minor	129
English/Professional Writing	89	Computers in Communication Minor	129
English/Secondary Education	89	K-12 Certification	129
French, B.A.	93	Engineering, Dual Degree, B.S.	132
Spanish, B.A.	95	Non-Degree Program	
		Pre-Engineering	132

Department of Physical Sciences	133	Sport Management, B.S.	176
Chemistry, B.S.	133	Diving Industry	177
Pre-Dental	133	Minor in Diving Education	179
Pre-Medical	133	Sports Medicine - Athletic Training, B.S.	179
Environmental Track	133	Pre-Medicine Option	182
Non-Degree Programs		Pre-Physical Therapy Option	182
Pre-Pharmacy	135	Florida Teacher Certification Option	182
Physics	135	Instructional Activities in Sport and	
Department of Psychology	137	Recreation (non-degree)	190
Psychology, B.S.	137	School of Natural and Health Sciences	191
Department of Sociology and Criminology ...	139	Allied Health Professions – “3+1” Programs	192
Sociology, B.S.	139	Medical Technology, B.S.	192
Criminology, B.S.	141	Cytotechnology, B.S.	192
Non-Degree Programs		Diagnostic Medical Ultrasound	
Anthropology	143	Technology, B.S.	192
Department of Theology and Philosophy	144	Nuclear Medicine Technology, B.S.	192
Theology, B.A.	144	Biology, B.S.	192
Philosophy, B.A.	148	Major: Professional Track (Pre-Medical,	
School of Business	152	Pre-Optometry, Pre-Dental, Pre-Pharmacy,	
Evening Business	153	Pre-Podiatry, Pre-Veterinary)	193
Accounting, B.S.	154	3-Year Accelerated Option	194
Economics/Finance, B.S.	154	Biotechnology Track	194
International Business, B.S.	154	Ecological Studies Track	194
Management, B.S.	154	Marine Biology Track	195
Management Information Systems, B.S.	154	Major: Non-Medical Track	195
Marketing, B.S.	154	Pre-Physician Assistant Track	196
Minor in Business	155	Biology Minors	196
Minor in Economics	155	Major for the Medical	
Minor in Marketing	155	Laboratory Technician	200
Minor in Computer Science	155	Histotechnology Track	201
School of Education	161	Occupational Therapy, B.S.	202
Elementary Education, B.S.	162	Cardiovascular Perfusion, B.S.	205
Exceptional Student Education, B.S.	162	Post-Baccalaureate Program	207
PreK-Primary Education, B.S.	162	School of Nursing	209
School of Human Performance and		Basic Option, B.S.N.	213
Leisure Sciences	169	Two-Year Option, B.S.N.	213
Department of Intercollegiate Athletics	170	Three-Year Option	214
Campus Recreation, Office of	170	L.P.N. to B.S.N. Option	214
Department of Sport and Exercise Science	171	Accelerated Option, B.S.N.	214
Exercise Science, B.S.	173	R.N. to B.S.N. Option	214
Minor in Exercise Science	174	R.N. to B.S.N./M.S.N. Option	215
Pre-Physical Therapy and		Trustees	220
Pre-Medicine Options	174	Administrative Organization	221
Physical Education, B.S.	174	Administration/Faculty	227
Endorsement in Adapted Physical			
Education (Non-Degree)	174		
PE-TEP Acceptance	175		
Endorsement in Teaching			
(Non-Degree)	176		

ACCREDITATION

Barry University awards bachelor's, master's, specialist and doctoral degrees, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA, 30033-4097; Telephone: 404-679-4501. The **Undergraduate Program of the School of Nursing** is accredited by the National League for Nursing, is approved by the Florida Board of Nursing, and has received preliminary approval by the Commission on Collegiate Nursing Education. The **Adrian Dominican School of Education** and the teacher education programs in the schools of Arts and Sciences, Human Performance and Leisure Sciences, and Natural and Health Sciences are approved by the Department of Education of the State of Florida as standard teacher training programs, and, because of Florida's reciprocal certification agreement, are in a position to graduate students eligible for teacher certification in most states. The **Ellen Whiteside McDonnell School of Social Work's** M.S.W. program is accredited by the Council on Social Work Education. In the **School of Graduate Medical Sciences**, the Doctor of Podiatric Medicine Program is accredited by the Council on Podiatric Medical Education; the Physician Assistant Program is a candidate for provisional accreditation by the Commission on Accreditation of Allied Health Education Programs.

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

The **Andreas School of Business** is a candidate for accreditation by the A.A.C.S.B. (International Association for Management Education); candidacy status indicates that an institution has voluntarily committed to participate in a program of continuous improvement and is actively progressing toward accreditation status. Candidacy status is not accreditation and does not guarantee eventual accreditation. In addition, The University Council of Jamaica has fully accredited the Executive Master of Business Administration offered by Barry in Jamaica.

NOTICES

Barry University does not discriminate on the basis of race, religion, sex, national or ethnic origin, or physical limitation. This includes policies and procedures related to membership on the Board of Trustees, the educational program, employment and personnel practices, admissions, scholarships/grants/loans, and participation in athletic, and other student activities. This institution is authorized to enroll non-immigrant alien students.

While this Catalog is a description of the undergraduate 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

NATURE

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

ENVIRONMENT

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

PURPOSE

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

BARRY UNIVERSITY STRIVES

- to help its students to understand that God is experienced and encourage them to seek a fitting response to the presence of God in their lives.
- to afford the opportunity to examine the fundamental questions of human experience and the response to these questions proposed, in the liberal arts tradition, by theology, philosophy, the humanities, the natural sciences, and the social sciences.
- to provide programs in the liberal arts and professional studies, at the undergraduate and graduate levels, giving students a basis for continued personal and professional growth.
- to recognize the importance of experiential learning and on- and off-campus education of adult students.
- to contribute to international understanding, world peace, and community self-awareness by providing an international dimension to its student body and educational curricula.
- to demonstrate concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of their attendant responsibility toward other persons and toward the environment.
- to encourage its students to assume community leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

GENERAL INFORMATION

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 7,000 students, served by well over 700 administrators, faculty members, and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

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

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

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The physical plant includes 40 buildings, with indoor and outdoor athletic facilities, spread over 40 of the University's 90-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

UNIVERSITY LIFE

The measure of a 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 46% for full-time, first-time freshmen entering in the Fall of 1991.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

BUILDINGS & FACILITIES

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

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

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

ANDREAS SCHOOL OF BUSINESS BUILDING—Constructed in 1984 and named in honor of Barry's Chair Emerita of the Board of Trustees, the **D. Inez Andreas Building** houses the School of Business. It contains ten traditional classrooms, two of which have been specifically designed to be used for accounting classes, two large executive training classrooms, thirty-eight faculty offices, and the administrative offices of the School. Andreas also houses the Department of Theology and Philosophy.

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

BROWNE HALL—Built in 1985 as East Hall, Browne is located on the southeast corner of the campus. It houses 90 students in double air-conditioned suites. Browne Hall was named after Sr. M. Dorothy Browne, Barry's third president.

COR JESU CHAPEL—Built in 1940 through a donation from Margaret Brady Farrell, the Cor Jesu Chapel is the center of many campus ministry activities. In January 1992, through a gift from Dwayne and Inez Andreas, the chapel was renovated in honor of Thomas P. and Mildred A. O'Neill. Masses are celebrated here on a daily basis.

DALTON-DUNSPAUGH HOUSE—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built through the Dunspaugh Foundation in 1962. It serves as a female residence hall, housing 144 women in double air-conditioned rooms.

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

FARRELL HOUSE—Dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, Farrell was built in 1940. Originally named Maris Stella, it houses several departments of the Division of Business and Finance. These include Human Resources, Finance, Purchasing and Accounts Payable, Business Services, and Facilities Coordinator.

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

FLOOD HALL—Built in 1987 as West Hall, Flood Hall is located on the southwest corner of the campus. It houses 96 students in double air-conditioned suites. Flood Hall was named after Sr. Trinita Flood, fourth president of Barry.

GARNER HALL—Funded through a grant from the Federal Aviation Administration, the Garner Building was opened in the fall of 1989. Designed as a "high-tech" facility, this building houses the Division of Information Technology, the Department of Communication and the Department of Mathematics and Computer Science.

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

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

KELLEY HOUSE—Originally named Rosa Mystica, it is dedicated to Mabel Kelley for her generous contributions to Barry University. Kelley houses the Division of Enrollment Services, Office of Admission and Financial Aid.

LAVOIE HALL—Originally the site of the Department of Family and Consumer Science and Calaroga dining hall, LaVoie was built in 1940. It now serves as executive offices for the University.

LEHMAN HALL—William Lehman Hall is the newest addition to the campus. It houses the administrative offices for the Dean of the School of Arts and Sciences, and faculty offices for the Department of English and Foreign Languages 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.

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

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

PENAFORT POOL—Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and instructional facility for students of Barry University.

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

SAGE HALL—Built in 1984 as South Hall, Sage Hall is named after Robert F. Sage, one of Barry's benefactors. Sage Hall houses graduate students in private, air-conditioned rooms.

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

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

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

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

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

ADMISSION

APPLICANTS FOR ADMISSION

FRESHMEN—Applicants who have never attended any college or university as a regular student; and applicants who have attended college, but who have earned fewer than 12 hours of credit.

TRANSFER STUDENTS—Applicants who have at least twelve hours of college credit at one or more institutions.

NON-DEGREE STUDENTS—Applicants who wish to earn credit but not pursue a degree from Barry.

GUEST STUDENTS—Applicants who wish to secure credits to transfer to a college where they are already enrolled in a degree program.

READMISSION STUDENTS—Applicants who have previously been enrolled at Barry, and who have been inactive for at least one calendar year.

INTERNATIONAL STUDENTS—Applicants who are not U.S. citizens or permanent residents. For purposes of admission and academic placement, applicants who have received their education outside the continental United States, Puerto Rico, U.S. Virgin Islands or Guam, will be included in this category.

APPLICATION PROCEDURES

All applicants are required to submit a complete application form and a nonrefundable application fee. Application deadlines and decision notification dates are listed in the Application for Admission. The Office of Admission reviews applications and notifies applicants of missing credentials, but the responsibility for obtaining all admission credentials rests with the applicant. Completed applications are submitted to the Admission Committee for review as soon as all credentials are received. The Office of Admission will

notify the applicant of the Committee's decision, in writing. Students who decide to matriculate at Barry University are required to submit a non-refundable deposit as outlined in the acceptance letter. The University has a commitment to admit only qualified students. For details on admission, students should read the information below as it applies to their particular situation. Once credentials are submitted to the Office of Records Management in the Division of Enrollment Services, they become the property of Barry University and will not be surrendered. Photocopies of credentials will not be made from the student file. Any concealment by an applicant of previous college registration or previous academic or disciplinary record in a secondary school or college will immediately cancel and nullify the admissions process at Barry University.

It is the responsibility of the applicant to take required tests and have the results forwarded to Barry University and to make sure all credentials required are supplied to the Office of Records Management. No action will be taken by the Admission Committee on any application until all application credentials have been received. Applications must be processed and acceptance verified no later than 10 days prior to the published date of registration for the semester in which the student wishes to matriculate.

Acceptance to the University does not guarantee acceptance to some of the clinical or professional programs, e.g., Nursing, Medical Technology, etc. Refer to these programs for specific information on admission to clinical/professional status.

Applicants to the School of Adult and Continuing Education should refer to that section of the catalog for their admission requirements.

FRESHMEN STUDENTS

- Official high school academic record, or equivalent, from an accredited high school.
- Test results from the SAT I (Scholastic Assessment Test) or ACT (American College Test). International students should refer to the International Students' Admission section.

The official high school academic record should show: (1) graduation, or satisfactory progress toward graduation if applying prior to completion of 12th grade; and (2) course work, including English, Social Studies, Mathematics, and Natural Science. The minimum number of specific units required in these areas will vary, depending on the major program pursued at Barry. If a GED (General Education Diploma) is submitted, the official test results with scores must be included.

Students planning to major in Nursing must present satisfactory completion of Algebra II and two units of laboratory science, including chemistry and biology. Prospective nursing students must present a combined SAT I score of at least 970 or a score of at least 20 on the ACT.

Students planning to major in Mathematics must present three and one-half units of mathematics (including 2 years of algebra, geometry, and trigonometry.)

Students planning to major in Chemistry must present at least three or four units of mathematics and one unit of high school chemistry with laboratory science.

Students planning to major in Education, or to be certified to teach, must present a combined SAT I score of at least 950, or a score of at least 20 on the ACT.

Students planning to major in Biology or any allied health area must present 3 1/2 units of mathematics (including algebra, geometry, and some background in trigonometry), as well as 2 units of laboratory science (including biology and chemistry). Satisfactory completion of these requirements for admission and successful completion of 30 semester hours, including freshman biology, chemistry and mathematics, will qualify the student to continue in the School of Natural and Health Sciences.

The Cardiovascular Perfusion Program requires a personal interview before initial acceptance into the program.

Early Admission

Exceptionally well-qualified students may be considered for admission prior to graduation from high school. Ordinarily, students are admitted only after they have been graduated from an approved high school. However, students recommended by their counselors for outstanding achievement may be considered for admission upon the completion of their third year in high school.

The bases of selection for early admission are as follows:

1. Outstanding quality of the applicant's high school record.
2. Satisfactory performance on the SAT I or ACT.

The procedure for making application for early admission is basically the same as for regular admission to the freshman class, except that the applicants must submit in writing their reasons for wishing to enter the University before graduation from high school. A letter of approval from the parent(s) and the high school must also be submitted.

The first year of credit completed with satisfactory grades (C or above) will apply toward degree requirements at Barry University. The credits also may be used to complete high school requirements, and when approved by high school authorities, to earn a diploma. In order for Barry University to forward a student's transcript of credits to the high school principal, a signed form authorizing the release of credits must be submitted to the Office of the Registrar. When the high school diploma and final transcripts are issued, copies should be filed with the Office of the Registrar at Barry University.

TRANSFER STUDENTS

- Official transcripts from each college previously attended. (Incomplete transcripts must be updated as soon as all coursework is completed.) Transcripts in the applicant's possession, e.g., issued to student, are not acceptable.
- Official copy of high school academic record if applicant is under 21 years of age.

Applicants must present a minimum cumulative grade point average of 2.00 in all previous college work, and be in good standing at the last institution attended in order to be considered for acceptance into the University.

Applicants to the School of Adult and Continuing Education should refer to that section of the catalog for their admission requirements as transfer students.

Transfer Credit Policies

Undergraduate transfer credit evaluation of all postsecondary course work taken prior to admission to the University is prepared by transcript evaluators in the Division of Enrollment Services.

Evaluation of transfer credit is done after an applicant's acceptance to the University's traditional undergraduate programs and at time of acceptance for students into the School of Adult and Continuing Education.

Transfer credits from regionally accredited colleges or universities are transferable to Barry in semester hour equivalents. Following are the six regional accrediting bodies from which domestic transfer credit must originate: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, The Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools/Commission on Colleges, Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges, and Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities. Credits completed at a foreign institution will be considered for transfer, if the institution is recognized by that country's Ministry of Education (or equivalent).

Applicants with international credentials may refer to the International Student Admission Procedures section of this Catalog.

Transfer credit is awarded for grades of C or better. Credit is not allowed for developmental, preparatory or vocational course work. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript. Grades of P, CR, or S are eligible for transfer if a statement that the work is of at least C quality is received from the institution where the credit was earned.

A maximum of 64 credits will be accepted by the University in transfer from regionally accredited community/junior colleges. Only six of these credits may transfer with upper-level status.

A maximum of six graduate level credits will be accepted in transfer toward an undergraduate degree.

Students who have successfully completed the higher-level International Baccalaureate (IB) examination with grades of 4 or better may be granted transfer credit on a course-by-course basis. Credit can be awarded, under certain conditions, for the Baccalaureat from France, the German Arbitur and the G.C.E. A-level examinations.

Credit will be awarded for CLEP and AP test scores in compliance with Barry's policy on these testing programs. A statement of this policy may be obtained from the Office of Transcript Evaluation. A maximum of

30 credits will be accepted from test scores. The credits must be earned before a student has attained junior status and are considered as part of the 64 maximum transfer credits accepted from community colleges.

Credit will be accepted from military service schools, USAFI, and DANTES in accordance with the recommendations of the American Council on Education.

Credit for formal courses and educational programs sponsored by noncollegiate organizations and evaluated by the American Council of Education's Program on Noncollegiate Sponsored Instruction and The University of the State of New York's National Program on Noncollegiate Sponsored Instruction will be accepted in transfer with the permission of the dean of the school into which the credits are transferring.

Credit for experiences such as Internship, Field Placement, Co-op Education Work Experience, and Practicum may be accepted in transfer, with permission of the dean of the school into which the credits are transferring, when the credits have been transcribed with a course number, title, number of credits, and a grade.

Credit for prior college-level learning attained outside a formal institution setting but assessed by a regionally accredited institution during the student's matriculation there (such as Life Experience, Prior Learning Assessment, Experiential Learning Assessment, Portfolio Assessment and Departmental Examination) are not normally acceptable in transfer. Exceptions may be made with permission of the dean of the school into which the credits are transferring, when such credits have been transcribed with a course number, title, number of credits, and a grade.

A maximum of 90 credits will be accepted in transfer to Barry University from all transfer sources. For graduation, the last 30 credits of the degree, as well as the majority of the major coursework, must be completed at Barry. Distribution and upper level requirements must also be met.

Acceptance of credits in one school at Barry University does not guarantee acceptance by another school should the student change degree programs.

The dean of the school of the student's program and the dean of the school offering the course(s) are responsible for course equivalents and distribution of credits to meet graduation requirements.

When a student has not enrolled at Barry University for one year (undergraduate programs) or two years (School of Adult and Continuing Education) and must reapply, transfer credits will be re-evaluated according to the policies of the catalog year in which the student is reapplying.

Any concealment by a transfer applicant of previous college registration or previous academic or disciplinary record in college will immediately cancel and nullify the admissions process at Barry University.

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

Transfer students entering the University with less than sophomore status (30 semester hours) and planning to major in allied health, Biology, Chemistry, Mathematics, or Nursing must meet the high school requirements of freshmen applicants (refer to Freshmen Students section).

Transfer students planning to major in Elementary, Exceptional Student, or PreK-Primary Education, or to be certified to teach, must present an SAT I score of at least 950, or an SAT score of 840, or an ACT score of 20.

To facilitate transfer of photography credits from other accredited colleges or universities, Barry University will accept all transfer photography credits of C or better as Barry University photography electives. During registration, transfer students' portfolios will be reviewed by the faculty to determine which courses should be taken at Barry University. A minimum of 15 credits in Photography must be taken at Barry.

International Credentials: Barry University will accept transfer credits from international sources provided the presented credential represents postsecondary learning at an institution recognized as postsecondary degree granting by the government where the institution is located. The institution must be listed in the World List of Universities, International Handbook of Universities, Commonwealth Universities Yearbook, or guides published by the American Association of Collegiate Registrars and Admission Officers, and the National Association of Foreign Student Affairs.

Evaluation of transfer credit from an international institution is done shortly after applicant's acceptance to the University's traditional undergraduate programs, prior to acceptance to the undergraduate Allied Health programs and at time of acceptance into the School of Adult and Continuing Education.

Please contact the Office of Transcript Evaluation for information about these services.

ARTICULATION AGREEMENT BETWEEN BARRY UNIVERSITY AND THE FLORIDA COMMUNITY COLLEGE SYSTEM

In the Spring of 1993 Barry University and the Florida State Board of Community Colleges entered into an agreement which governs the matriculation at Barry University of Associate of Arts graduates from the Florida Community College system.

Miami-Dade students should seek assistance from Miami-Dade's Advisement and Graduation Information System (AGIS) in order to be informed of suggested and required courses that they should take as part of their Associate of Arts degree program at Miami-Dade and to satisfy requirements for transfer to Barry. Students in other schools in the Florida Community College system can locate this information in their school's advisement office.

ARTICULATION AGREEMENT BETWEEN BARRY UNIVERSITY AND EXCELSIOR COMMUNITY COLLEGE

Barry University and Excelsior Community College, Jamaica, entered into an articulation agreement in the Fall of 1995. The agreement guides the matriculation at Barry University of Diploma in Computer Programming and Systems Analysis graduates from Excelsior. The agreement will be in effect for a period of four years. After this time, the institutions will undertake renegotiations of the agreement.

NON-DEGREE STUDENTS/GUEST STUDENTS

The University recognizes that some applicants may wish to take non-degree courses at Barry for the purpose of personal enrichment, teacher certification, or to secure credits to transfer to a college where they are already enrolled in a degree program (guest student). Undergraduate students must present proof of high school diploma, or equivalent, as an admission credential. Guest students are required to present a letter from the dean of the college in which they are enrolled, stating that they are in good standing in all respects. Those students not currently enrolled must submit an official copy of transcript from the last institution in which they were enrolled. Undergraduate students admitted to non-degree status are limited to 30 credits in this category. Non-degree-seeking students who wish to change their status to degree-seeking must meet all the requirements for degree-seeking applicants. Enrollment as a non-degree student in no way implies admission to a degree program.

READMISSION AND CHANGE OF STATUS

The process of readmission must be completed by students who were once enrolled at Barry University, but whose schedules have been inactive for at least one calendar year. Authorization for readmission must be approved by the dean of the school of last enrollment, the dean of the school of desired enrollment, the Office of Student Services, and the Business Office.

The Request for Change of Status Form is to be completed by students who were enrolled as non-degree-seeking students or guest students and who now wish to enter an undergraduate degree program at Barry. These students must meet the requirements for undergraduate admission by submitting all necessary credentials for the approval of the Office of Undergraduate Admissions.

Both the Request for Readmission and the Request for Change of Status forms must be completed by the student and returned to the Office of Undergraduate Records Management at least 30 days prior to the first day of registration for the semester of expected matriculation.

Students returning to the program after suspension or a leave of absence are bound by the regulations in place at the time of readmission.

The process of readmission and change of status is different for students in the School of Adult and Continuing Education (ACE). Students in this school must meet with an ACE academic advisor to complete a new application.

INTERNATIONAL STUDENTS

As an international university, Barry University has a long tradition of welcoming qualified international students.

Eligibility for Admission

International students may be admitted to Barry University if they meet the University's admission requirements. For the purpose of admission to Barry University, an international student is a student who has received secondary school and/or university-level education outside of the United States and/or a student who requires a student visa. For immigration purposes, an international student is one whose country of birth, citizenship, and permanent residency are not the United States. The basic admission requirement for students from other countries is determined by the University and varies with the experience and background of the applicant. For a list of minimum

academic admission requirements to Barry University from other countries, write:

Office of Admission
Barry University
11300 Northeast Second Avenue
Miami Shores, Florida 33161-6695
United States of America

Certification of Eligibility (Form I-20 A) — United States Department of Justice Immigration and Naturalization Service Certificate of Eligibility (Non-Immigrant "F-1" Student Status) will be provided to admitted students upon completion of all admission requirements and receipt of required financial statements.

The University does not award need-based financial assistance to international students. Payment of tuition and fees is required at the beginning of each term. All checks should be made payable to Barry University. The financial statement should include:

1. A notarized letter of support or government sponsorship letter guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters).
2. A bank letter stating that the student or his/her sponsor has the funds available to pay the total cost associated with attending Barry University. The required amount is determined by the program.

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 when applying for the student visa at the United States Embassy or consular office.

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

- Pursue a degree course of study as a full-time, degree-seeking student.
- May not transfer schools or work off-campus without Immigration and Naturalization Service permission.
- Keep a current passport and visa which are valid for at least four years into the future.

Arrival-Departure/School Transfer — Non-immigrant alien visa students are required to attend Barry University as indicated on the Arrival-Departure Record (Form I-94) by immigration officials at the U.S. port of entry. They are expected to complete at least one semester at this institution prior to requesting transfer to any other educational institution.

Permanent Resident Status — When a student has permanent resident status, the Alien Registration Receipt Card ("green card") must be presented to the International Student Center at the time of registration.

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

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

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

Admission Procedures

1. Application for Undergraduate Admission must be filled out completely and accurately.
2. Nonrefundable application fee of \$30.00 U.S. must accompany application. All monies must be paid in U.S. dollars.
3. Educational documents must be supplied as follows:
 - a. Students from all countries with school-leaving examinations may submit photocopies of examination results, but original documents must be provided before registration.
 - b. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may insist that such transcripts be sent directly to Barry University from the issuing institutions. Transcripts, Statements of Marks must contain the following information: subjects studied; marks (grades) awarded; length of class periods; number of periods per week for each subject; and grading scale with minimum passing mark.
 - c. Official transcripts should be sent to Barry University directly from U.S. institutions, if applicable.
 - d. Once credentials are submitted to the Office of Records Management, they become the property of Barry University and will not be surrendered.

4. Transcript Evaluation Policy: International credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The Office of Admission maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, translation and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
5. English Translations: Documents in a language other than English must be accompanied by certified English translations. Translations supplement but do not replace original documents. Both should be sent.
6. Syllabus of University Study: This is a description of each course or subject studied. It must be accompanied by certified English translations.

Examinations

All international applicants whose first language is not English, including those applying for transfer from U.S. institutions, are required to submit either a score of at least 550 on the Test of English as a Foreign Language (TOEFL) or a 7 on the aspect exam with required verification of completed course work. Academically qualified undergraduate applicants whose TOEFL score is between 500 and 549 may be admitted to the Transition in Language and Culture Program (T.L.C.) (for further information, see Transition in Language and Culture Program section in this Catalog) and enroll concurrently for academic and English courses. Applicants with scores less than 500 will be required to improve their English proficiency. For TOEFL application write to: The TOEFL Program, Box 899, Princeton, N.J. 08540, U.S.A.

The TOEFL may be waived for an international student who has attended at least one academic year, and who will graduate from an accredited secondary school in the U.S.A. An international student under consideration for this waiver must also satisfy all other requirements for admission, including presenting an acceptable high school grade point average in college preparatory coursework and submitting an acceptable SAT I or ACT test score. The same consideration may be extended to international students who have attended an accredited university in the U.S.A. and who present an acceptable cumulative GPA in at least 24 hours of transferrable degree credits.

Intensive English instruction is offered at Barry University through the Language Institute For English (L.I.F.E.). Students who complete level 12 at L.I.F.E.

are not required to sit for the TOEFL examination. Students who wish to study in the L.I.F.E. program prior to applying for an academic program should write:

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

Also accepted as satisfactory proof of English proficiency is the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion.

The Scholastic Assessment Test (SAT I) or the American College Test (ACT) are not required of undergraduate international students, except for those planning to participate in intercollegiate athletics.

Financial Information

Barry University does not offer need-based financial assistance to international students (students without United States citizenship or permanent residency). A limited number of merit-based academic scholarships are available to qualified, entering international undergraduate students. These scholarships are available to first-year, as well as transfer students, on a competitive basis.

Scholarships are not available once students have matriculated at the University. In order to qualify, a student must submit a completed application for admission. All international students entering Barry in F-1 visa status must show proof of adequate funding to meet their expenses. (This includes personal, travel, vacation, as well as all University-related expenses).

STUDENT LIFE

DIVISION OF STUDENT SERVICES

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

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

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

OFFICE OF MISSION AND MINISTRY

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

- develops educational and retreat opportunities for the spiritual and ethical formation of students, faculty and staff.
- provides opportunities for the study of the Catholic faith, including preparation for Sacramental initiation into the Catholic Church.
- offers hospitality and support to students, faculty and staff.
- designs programs to deepen our understanding of the Adrian Dominican tradition and our commitment as a sponsored institution.
- provides opportunities for community service, social analysis, and theological reflection on issues of peace and justice.

- strives to create an environment where the full potential of all people may be realized and revered.

DEAN OF STUDENTS

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

MENTOR PROGRAM

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

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

RESIDENTIAL LIFE

The purpose of the Office of Residential Life is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. To this end, Residential Life supports the process by providing ways in which students can

better understand themselves and others in their community, and develop an appreciation for the interdependence of the multicultural community. Freshman students not living at home with their parents are required to live on campus for their first year.

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

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

Before applying for housing, each applicant must pay a \$200.00 room security deposit. This payment reserves the room for the length of the housing agreement. This deposit will remain in a separate account and carry over from year to year while the student is residing on campus. After a room has been properly checked out, the \$200.00 deposit will be released. Students must contact the Office of Student Account Services to receive a refund of any monies.

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

Housing applications must also be accompanied by proof of health insurance or students will automatically be billed for university insurance. A Health Information Form must be completed and submitted to Student Health Services.

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

CAREER AND COUNSELING CENTER

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

Community service is accomplished through the daily functions of the Center as well as programs, projects, and activities that take place both on and off campus.

Both career and personal counseling are conducted on an appointment basis. In order to serve a varied student population, the Career Center has extended its hours on Wednesday evenings from 5 to 7 p.m. Evening and weekend appointments are available as requested. Twenty-four hour emergency services are available via a beeper system.

Personal Counseling Services

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

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

Career Counseling

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

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

- Individual career counseling
- Career interest/personality testing
- Full-time and part-time job listing
- Internships
- Credential file service
- Resume writing, interview skills assistance
- On-campus recruiting
- Career fairs
- Computer-assisted career information search
- Career library resources
- Registration with the Career Center to post a resume on-line in our searchable database of companies

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

Testing Services

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

Current interest and personality inventories are provided. The results of all tests are interpreted to the student, and the final report becomes the property of the student.

Institutional examinations such as the Miller Analogies Test are also administered as a service to those wishing to pursue graduate study. There is a charge for this service. Also, test applications for LSAT, MCAT, GRE, GMAT, and PCAT are available for pick up in the Career Center.

ORIENTATION

Barry University conducts an orientation period prior to registration to aid the incoming student in adjusting to University life.

Students meet faculty advisors, members of the staff, counselors, fellow students, and administrative officers so that all phases of the University are made familiar to them. Campus tours are conducted to acquaint new students with the facilities of the University.

Placement testing, group discussions and individual conferences on traditions, purposes, rules and regulations, study habits, academic standards and counseling are undertaken during this period.

Parents and guardians are invited to attend an opening session.

Freshman Seminar - Orientation

Students frequently need assistance with transitional adjustments both at the beginning of their college experience and as they prepare to assume responsibilities beyond undergraduate school.

Student Services offers two courses to encourage self direction and self improvement during periods that require careful management.

Course Descriptions— Orientation Prefix: ORI

100 Freshman Seminar (1)

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

300 Senior Transition (1)

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

CAMPUS STORE

The Campus Store is open for the services and needs of Barry students. Books, supplies, and other sundries

are available for purchase. The bookstore is located in Thompson Hall, first floor. Purchases may be made using cash, personal checks, and/or credit cards.

FOOD SERVICE

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

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

UNIVERSITY HEALTH CENTER

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

The purpose of the Health Center is to establish a caring environment and to enhance the educational process by modifying or removing health-related barriers to learning and by promoting an optimal level of wellness. It continues to explore options for the delivery of health care services to the University community while remaining sensitive to and supportive of individual circumstances, family, community, culture, and religion. The Health Center provides a format to assess the needs of students by providing a bio-psychosocial-spiritual approach to health care. It also provides community service through community health presentations and programs.

Services provided include:

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

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

1. current health history with documentation of a tetanus diphtheria vaccination within the last 10 years; and for students born after 1956, medical documentation of two measles vaccinations or a natural case of measles;
2. signed medical authorization form; and
3. proof of adequate medical insurance in South Florida.

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

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

DISABILITY SERVICES

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

The Disability Services Office provides assistance within its resources to students having physical, visual, hearing, speech, learning, psychological, chronic, and temporary disabilities. Students must request services by meeting with a Disability Services counselor, preferably before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services are provided based on individual needs and available University resources.

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

Appeals

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

the Vice President for Academic Affairs, together with all written material which the student desires to be reviewed by the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs shall be in writing either affirming or reversing the decision of the Director of Disability Services. A student may within 10 days of the Vice President for Academic Affairs' written decision on a student appeal file a final appeal with the President of the University, together with all written material which the student desires to be reviewed by the President. The decision of the President shall be in writing and shall be final and binding upon the student and the University.

O'LAUGHLIN INTERCULTURAL CENTER Mission Statement

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

Services

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

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

The Intercultural Center also provides advisement with regard to any academic, financial, personal, and immigration matters during business hours, Monday

through Friday, from 9:00 a.m. to 5:00 p.m. ICC works closely with the Office of International Admissions to ensure a smooth transition upon arrival at the University. A special orientation program for new international students is held prior to registration for fall and spring semesters. Students are responsible to bring the following to the orientation: endorsed I-20 or IAP-66, passport and I-94 card.

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

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

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

International Student Hold Flag

All international students have an automatic "hold flag" on the computer module when they apply for admission to Barry. If a student intends to register at the University, he/she must have permission from ICC prior to registration. The code that can be found in the computer is "IS." After international student orientation, which is held before the Fall and Spring semesters, ICC usually releases a student's hold flag. However, if a student does not attend orientation or visit ICC with their passport, I-94, and stamped I-20, he/she will run into registration difficulty. Once the ISS department has received this information, the student will be given an "IS" **hold flag release** form. (See the International Student and Scholar Manual - page 6.25.)

SPORTS AND RECREATION

Barry's on-campus, \$4.5 million Health & Sports Center includes an indoor gymnasium, a fitness center with a full complement of cardiovascular machines and free weight equipment, a human performance lab, and student locker rooms. In addition, there are outdoor baseball, softball, and soccer fields, as well as a racket sports complex that includes lighted tennis courts, basketball courts, and three-walled racquetball courts. Also located on campus are an outdoor pool and a sand volleyball court. Students, as well as faculty and staff, are welcome to use these outstanding facilities. Participants are required to present a valid Barry ID for all recreational facility use.

Campus Recreation, Intramurals, and Club Sports

The Office of Campus Recreation at Barry operates its programs on the philosophy of providing

wholesome recreation for everyone who is a part of the Barry community. By providing students, faculty, and staff with a broad-based program of activities, a safe environment, and a chance to incorporate movement and recreation into the daily schedule, there is "something for everyone." Campus Recreation activities serve as a venue for meeting people, keeping physically active, and cultivating leadership abilities.

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

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

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

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

Intercollegiate Athletics

Barry offers eleven varsity sports which compete at the NCAA Division II level. Please refer to the Department of Intercollegiate Athletics section found elsewhere in this catalog under the School of Human Performance and Leisure Sciences. Opportunities are provided for students to "try out" for any of eleven sports by contacting the appropriate head coach.

STUDENT ACTIVITIES

The Office of Student Activities sponsors a variety of social activities for the student body. In addition to trips, dances, and other novelty programs, Student Activities provides opportunities for leadership development, serves over 25 student clubs and associations, and maintains 5 active social Greek-letter organizations.

Assisting Student Activities is the Campus Activities Board (CAB), an advisory board made up of a growing number of Barry students. CAB holds as its main goals the planning of traditional events and the creation of new programs. All students interested in setting the pace of campus life at Barry University are encouraged to participate.

Leadership and development programs are offered each semester for all interested students.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association serves as a liaison between the undergraduate student body and the administration and faculty. All full-time undergraduate students are members of the Association which is governed by a four-member cabinet.

CAMPUS ORGANIZATIONS

The Office of Student Activities is proud to offer to the student body over 25 student organizations.

These organizations include academic and professional associations, special interest groups, service organizations and cultural programming bodies.

FRATERNITY/SORORITY

The Alpha Phi and Alpha Gamma Delta sororities and the Phi Kappa Tau, Alpha Delta Gamma, and Tau Kappa Epsilon fraternities are socially oriented service organizations open to all matriculated undergraduate students. These organizations provide Barry students with a spirit of friendship and unity through various service projects and social functions held throughout the year.

HONOR SOCIETIES

Phi Eta Sigma is a National Honor Society for men and women open to freshmen with a 3.5 grade point average. Kappa Gamma Pi (National Catholic Women's Honor Society) is open to graduating seniors who have a 3.50 grade point average and an outstanding record of leadership and service. Delta Epsilon Sigma National Scholastic Honor Society for Men and Women is open to juniors and seniors who hold a 3.50 grade point average and demonstrate leadership in their respective fields. Alpha Chi is a national, coeducational honor society open to graduating seniors with a 3.70 grade point average and exemplary character. Sigma Theta Tau International, the honor society of nursing, is open to juniors, seniors, and RN-BSNs in the top third of their class. Seniors who have a grade point average of at least 3.00 (B) and a good leadership record may also be chosen to be listed in WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES.

Barry also holds memberships in the following national honor societies: Sigma Tau Delta (English); Alpha Mu Gamma (Foreign Languages); Beta Beta Beta (Biology); Kappa Delta Pi (Education); Phi Alpha Theta (History); Phi Epsilon Kappa (Physical Education); Psi Chi (Psychology); Theta Alpha Kappa (Religious Studies); Gamma Sigma Epsilon (Chemistry); Lambda Pi Eta (Communication Studies); Alpha Epsilon Rho (Communication); and Pi Gamma Mu (Social Sciences).

THEATRE

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

BARRY UNIVERSITY CHORALE

The University Chorale is an organization dedicated to singing all styles and periods of music. It is open to students and interested community participants. No audition is required.

RECITALS AND EXHIBITS

Students specializing in instrumental and vocal music, as well as members of the Music and Theatre faculty, present studio recitals and public concerts. The Art and Photography faculty schedules exhibitions by contemporary artists throughout the year, in addition to student exhibitions and faculty exhibitions. Barry University points with pride to art objects executed by senior Art majors and displayed throughout campus buildings.

PUBLICATIONS

University publications include *Barry Magazine*, published three times a year; the annual *President's Report*, and *For U*, published monthly, all by the Office of University Relations. A number of schools and departments also publish their own newsletters. In addition, the *Barry Buccaneer* is written and published monthly by the students.

ALUMNI ASSOCIATION

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

Annual events include the Barry Homecoming/Reunion (a celebration of the spirit of Barry and the memories of years past) and the Alumni Recognition Celebration which honors notable Barry alumni. The Alumni Association fosters scholarship efforts, promotes chapter activities, and coordinates BarryNet, a program which assists both Barry students and alumni with valuable networking opportunities. Alumni publications include *The Connection* and *The Flame*.

TUITION, FEES, AND FINANCIAL AID

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

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

1998-1999 TUITION AND FEE SCHEDULE

Effective July 1, 1998

TUITION:

Undergraduate Full-time, 12-18 credits per semester, Main campus terms only	\$7,395.00
Part-time, per credit	435.00
Credits in excess of 18, per credit	435.00
M.L.T. to B.S.—Biology (Adult Biology) per credit	305.00
(Histotechnology) per credit	305.00
Barry Early Credit Undergraduate, per credit	75.00
Clinical Center for Advanced Learning (CCAL), per semester	1,750.00
Adult and Continuing Education Undergraduate, per credit	230.00*
Summer I 1998 Undergraduate, per credit	385.00
Summer II 1998 Undergraduate, per credit	385.00

* DISCOUNTED TUITION—no further discount applies

B.S.N.: A 30% tuition discount is available for all R.N.s.

Various tuition discounts exist in other schools of the University. Please inquire within each school for details.

Students enrolled in the 2+2 program must complete the Free Application for Federal Student Aid (FAFSA) to receive the discounted tuition.

Orientation fee	30.00
Special Course Fee	Variable
CLEP, per credit	100.00
Deferred Payment Plan Fee	50.00
Late Deferred Payment Plan Fee	50.00
Returned Check Fee	50.00
Declined Credit Card Fee	50.00
Lost I.D. Fee	15.00
Transcript Fee	5.00
U.S. Student Deposit	200.00
International Student Deposit	7,395.00
Room Deposit	200.00
Room & Board, per semester (20-meal plan + 8-meal plan)	
Triple/Quad, air-conditioned	2,820.00
Double, air-conditioned	3,045.00
Private, air-conditioned	3,300.00
Sage Hall	3,375.00

Health Insurance (8/12/98-8/11/99)*

Same Rates for Domestic and International

Under Age 30		Age 30 and Over	
Student	\$ 439.00	Student	\$ 526.00
Spouse	1,677.00	Spouse	2,012.00
Each Child	1,290.00	Each Child	1,290.00

* Rates subject to change.

STUDENTS SHOULD COME TO REGISTRATION PREPARED TO PAY THE DIFFERENCE BETWEEN ESTIMATED FINANCIAL AID, IF ANY, AND THE TOTAL CHARGES FOR THE SEMESTER.

DISCOUNT POLICIES DO NOT APPLY TO ALREADY DISCOUNTED COURSES.

ARRANGEMENTS FOR ALL EXPENSES RELATED TO TUITION, ROOM AND BOARD, AND FEES FOR EACH SEMESTER MUST BE MADE PRIOR TO THE COMPLETION OF REGISTRATION.

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 unless they withdraw officially by submitting a written notice of withdrawal to the office of the dean of their respective school. The effective date of withdrawal will be the date on which the notice is received by the respective dean and the percentage of reimbursement will be determined by this date.

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

Summer School Refunds

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

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

Refund Policy for Title IV Funds

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

The order of distribution of refunds is specified as follows:

1. To outstanding balances on Federal Family Education Loan Programs (Subsidized and Unsubsidized Stafford Loans and PLUS loans)
2. To outstanding balances on Perkins Loans
3. To the Federal Pell Grant
4. To the Federal Supplemental Educational Opportunity Grant
5. To other Title IV assistance
6. To the student

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

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

Refund Policy for State of Florida Funds

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

DEFERRED PAYMENT PLAN (DPP)

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

TUITION 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 either the Financial Aid Office (305) 899-3673 or the Office of Student Account Services (305) 899-3585 for additional information.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

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

CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

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

STUDENT DISMISSAL

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

HEALTH INSURANCE

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

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

FINANCIAL AID

The purpose of the Office of Financial Aid at Barry University is to provide service to students who need financial assistance in order to enroll, or to continue at the University, in the form of financial aid and financial planning for their education. The commitment of Barry University to providing financial assistance to its students is generous, personal and on-going. The Office of Financial Aid fulfills this commitment 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 philoso-

phies 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 parents and students for the purpose of determining a student's need for financial aid. This information is processed by the federally-approved Multiple Data Entry processors, and the results are sent to Barry at the request of the student.

DETERMINING ELIGIBILITY FOR FINANCIAL AID

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

- Enrollment, or acceptance for enrollment, in a degree-seeking program of study.
- U.S. citizenship, or qualification as an eligible non-citizen.
- Satisfactory academic progress.
- Completion of the necessary financial aid applications by the appropriate deadlines.

For federal financial aid purposes, "satisfactory academic progress" is defined as successfully completing 24 credit hours each academic year, and achieving a cumulative grade point average of 2.00 or above, if the student is registered as full time. Review for satisfactory academic progress is done annually at the end of the spring semester. If a student has not completed 24 credits by the start of the fall semester, or has not obtained a 2.00 cumulative GPA by the end of the spring semester, he/she will be placed on probation for no longer than one calendar year. If that same student has not obtained a 2.00 GPA by the end of the probationary period, and has not completed the required number of credits, he/she will be ineligible for financial aid for the next academic period.

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 or state financial aid is available to International Students.**

APPLYING FOR FINANCIAL AID

After applying for admission, students should submit the Free Application for Federal Student Aid (FAFSA). Individuals whose applications are selected for verification may have to submit additional documentation. Students will be notified if parent's or student's tax returns or verification forms are required to complete the verification process.

The Free Application for Federal Student Aid (FAFSA) should be forwarded to one of the federally approved Multiple Data Entry Processors designating Barry as the recipient of the application data. Barry University's Institutional Code is 001466. Other supporting documentation should be sent directly to the Office of Financial Aid at Barry.

Incoming students who apply for financial aid can expect to receive notification of their financial aid awards following notification 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 FOR UNDERGRADUATE STUDENTS

Barry University participates in all federal and state financial aid programs. In addition, Barry provides institutional funding to supplement federal and state funding. There are three types of financial aid. They are gift-aid, work-aid, and loan-aid. Gift-aid is comprised of scholarships and grants from a variety of sources. Work-aid, in the form of jobs on campus, is federally funded. Loan-aid can come from federal and private sources.

Gift-Aid does not have to be repaid. There are two types of gift-aid: scholarships and grants. Scholarships are awarded to students based on academic promise, and grants are awarded on the basis of financial need.

Work-Aid awards allow students to work on campus to help defray the cost of education, while at the same time gaining valuable work experience.

Loan-Aid, unlike scholarships and grants, is money that must be repaid. Repayment of these student loans usually begins after the student leaves school.

FEDERAL PROGRAMS

FEDERAL PELL GRANT. The Federal Pell Grant serves as the foundation to which other sources of aid are added. The awards range, depending on the need of the student, from \$400 to \$3000. This grant is offered to eligible full-time and part-time undergraduate students.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG). Students with exceptional financial need may qualify for this feder-

ally subsidized grant. Barry generally awards FSEOG in amounts from \$400 to \$1000 per academic year.

FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFELP). Low-interest loans for students and parents are provided by private lenders such as banks, credit unions, and savings and loan associations. There are two types of FFELP loans: Stafford (subsidized and unsubsidized student loans) and Parent Loan for Undergraduate Students (PLUS). The **Subsidized Federal Stafford Loan** is based on financial need using a federal formula. The government pays the interest for the student while he or she is enrolled in school at least half time. Repayment of principal begins six months after graduation or when enrollment drops below half time. Repayment may run up to 10 years. The **Unsubsidized Federal Stafford Loan** is not based on need and is available to students regardless of family income. However, because the loan is not subsidized by the government, the student is responsible for all interest which accrues during in-school, grace and deferment periods. The interest rate on the Subsidized and Unsubsidized Federal Stafford Loans varies annually and is based on the applicable T-bill, capped at 8.25%. There is an origination fee and an insurance fee, not to exceed 4% combined. For dependent students, the annual loan limits for combined subsidized and unsubsidized loans are \$2625 for freshmen, \$3500 for sophomores, and \$5500 for juniors and seniors. For independent undergraduate students, those amounts may be exceeded by an additional \$4000 for freshmen and sophomores, and \$5000 for juniors and seniors.

Under the **Federal Parent Loan for Undergraduate Students (PLUS)**, parents of dependent students may borrow up to the difference between the cost of education minus other financial aid. Eligibility is determined by the school, but it is not based on financial need. The borrower must have a good credit history. The interest rate is variable, capped at 9%. There is an origination fee and an insurance fee, not to exceed 4% combined.

Repayment begins immediately following disbursement. Parents have up to 10 years to repay.

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 awarded up to \$1,000.

FEDERAL WORK-STUDY PROGRAM (FWS). This federally funded, need-based program enables students to work part time to help defray educational expenses. A minimum of 5% of Federal Work-Study

funds will be used in community service jobs, giving students an opportunity to work on behalf of individuals in our community needing assistance. Through the assistance of the FWS Coordinator, students are assigned to available jobs based on their skills and abilities, and are paid on a monthly basis. Federal Work-Study gives the student a unique opportunity to earn money for college while at the same time gaining valuable work experience.

STATE OF FLORIDA PROGRAMS

FLORIDA RESIDENT ACCESS GRANT (FRAG).

This program provides tuition assistance to full-time undergraduate students from Florida attending private, independent colleges and universities located in the state. Students who have been residents of Florida for other than educational purposes for at least twelve consecutive months may be eligible for the voucher. This program provides approximately \$1700 per academic year, subject to state budget appropriations. Applications are available from the Financial Aid Office and must be submitted each academic year.

FLORIDA STUDENT ASSISTANCE GRANT (FSAG).

This need-based grant provides approximately \$1000 per academic year, subject to state budget appropriations. Students must complete the Free Application for Federal Student Aid to apply. It is recommended that the application be received at the Multiple Data Entry Processor by April 15th, since the application must be processed by May 15th. The State of Florida makes no exceptions to this deadline, even for students who would have been eligible. A new application must be submitted each year.

Students from Barry University also participate in the Florida Bright Futures Scholarship Program, Jose Marti Scholarship Challenge Grant Fund, "Chappie" James Most Promising Teacher Scholarship Loan Program, and the Critical Teacher Shortage Student Loan Forgiveness Program, as well as other state programs. Information on any of these programs may be obtained from high school guidance counselors or by contacting the Office of Student Financial Assistance, Florida Department of Education, Tallahassee, Florida, 32399-0400.

STATE GRANT PROGRAMS OUTSIDE FLORIDA

Incoming students from Alaska, South Carolina, Delaware, the District of Columbia, Vermont, Rhode Island and Pennsylvania should know that their state grants are "portable." Students from these states who qualify, based on financial need, can use these grants to attend a college or university outside their state. These grants can, therefore, be applied towards a

student's cost of education at Barry University. Students should contact their State Department of Education for further details, since there may be a deadline for application.

UNIVERSITY PROGRAMS

Academic Scholarships Provided by the University

Barry scholarships are awarded annually to talented incoming freshmen and transfer students based upon scholastic achievement. Scholarships are renewable providing the recipient maintains a cumulative grade point average of 3.00 or above. Academic scholarships provided by the University are not available to students enrolled in the Evening Business, Adult & Continuing Education (ACE), 2 + 2 Programs, or to students who have previously earned a baccalaureate degree.

The following individuals or foundations have contributed to the Barry Scholarship Program:

Hamilton Bank Foundation, Inc. In honor of Mr. William Alexander

American Bankers Insurance Group

Marie Baier Foundation

Mildred Brown

Alumni Association in honor of Sr. M. Dorothy Browne, O.P.

Friends and colleagues of Dr. Lloyd D. Elgart

Friends and family of Deborah Lynn Feigelson

Marie A. Fitzgerald

Forrest J. Flammang

Friends of Sr. Trinita Flood, O.P.

Family of Adeleide Frey

Noreen O'Sullivan Gough

William Randolph Hearst Foundation

Mr. Carroll Knicely

Neta and John Kolasa

Mansolillo Family

William and Marlene Martino

Patricia, Paul and Mary Minnaugh

David Buckley O'Hearne in honor of Patricia O'Hearne

Friends of Sr. Jeanne O'Laughlin, O.P., in celebration of her Golden Jubilee Year as an Adrian Dominican Sister

Luigi Salvaneski

Evelyn and Phil Spitalny

Barry Auxiliary in honor of Sr. Elaine Scanlon, O.P.

Albert Shellan

Cecile Silberstein

James Stewart in memory of Averill Stewart

Patricia Wollowick in memory of Mary Agnes Sugar

Lettie Pate Whitehead Foundation

Professional Scholarships Provided by the University

NURSES. Scholarships are available for students employed as full-time registered nurses, unless tuition is paid through some type of grant or subsidy. Scholarships are valued at 30% of tuition.

TEACHERS. Scholarships are available for students employed full-time as teachers in Florida, unless tuition is paid through another grant or subsidy. Scholarships are valued at 30% of tuition.

Grants Provided by the University

ATHLETIC GRANTS. Barry University offers athletic grants to students who show outstanding ability in most of the intercollegiate sports programs offered by the University. Interested students should contact the appropriate Head Coach or the Athletic Department.

BARRY GRANTS. Funds are provided by the University to assist students who demonstrate academic promise and exceptional financial need. Award amounts vary. These awards are made on a first-come, first-served basis.

VETERANS AND ELIGIBLE DEPENDENTS EDUCATIONAL ASSISTANCE

The Federal Government has programs which provide financial assistance for veterans and eligible dependents of certain veterans. Information may be obtained from the local or regional Veterans Administration Offices or by calling the Office of Financial Aid. 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 a student receiving veterans educational benefits is indicated by a Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA). An SPA of 2.00 or greater for an undergraduate student is satisfactory, less than 2.00 is not satisfactory. Any time a student's SPA is not satisfactory, he/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 by the VA for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss the problems relating to the unsatisfactory progress with the student. If the cause of the un-

satisfactory 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 student's educational benefits will be terminated until the transcript(s) is received. Should credits be accepted, the 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 at another institution are applied toward this degree. This does not imply a credit reduction allowance for veterans or eligible dependents.

OUTSIDE SOURCES OF SCHOLARSHIPS AND ASSISTANCE

Many organizations not affiliated with the University, such as local civic groups and fraternal organizations, offer grants and scholarships for which many students are eligible. Students are encouraged to inquire about these potential sources of assistance by visiting the Office of Financial Aid. Updated reference materials and a computer search data base are maintained.



GIVE A GIFT THAT
LASTS FOREVER!

*Have A Scholarship
Named After Someone
You Would Like To Honor*

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

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

Policy on Release of Information

Barry makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Barry tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for students in support of an application for admission or for transfer credit cannot be returned to the student, photocopied, nor sent elsewhere at his/her request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty (as is sometimes true with international records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually a certified copy of what is in the student's file is released. In rare instances the original may be released and the copy retained, with a notation to this effect being placed in the file.

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

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

Advisors

Prior to registration, students are assigned faculty advisors. Students and advisors meet periodically to plan programs and evaluate progress. Each semester the registration form with the choice of courses must be approved and signed by the faculty advisor. School deans and department chairs supervise the academic advising program and are available for consultation with students.

Attendance

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

The School of Arts and Sciences adheres to the following attendance policy: A total of 6 class hours of absence will result in an automatic withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic F if not. It is the responsibility of the student to initiate the withdrawal during the designated withdrawal period.

Summer Sessions

Summer sessions are held every year, one during May and June, the other in June and July. A student may earn six (6) credits each session. Requirements for admission to the summer sessions are the same as for the regular academic year. Students matriculated at another college must have written permission from their dean to take specific courses at Barry. No other academic credentials are needed for guest students.

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 evening programs, and the School of Education offers summer courses of varying lengths.

Withdrawals

Students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the office of the dean of their respective school. The effective date of withdrawal will be the date on which the notice is received by the dean. Students withdrawing from courses must do so officially by obtaining the course withdrawal form from either their advisor or the Office of the Registrar. The withdrawal form must be signed by the advisor and the dean, and then sent to the Office of the Registrar for final processing. An unauthorized withdrawal results in failure in course(s).

Class Adjustments

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

Grade Reports

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

Placement Testing

Placement

Students who need to take courses in English, Math, Computing, Chemistry and Biology will be placed in these classes according to their level of proficiency. In each area, proficiency is determined by SAT or ACT scores. Any student who is not satisfied with his or her placement in a particular course can sit for a placement test or re-test.

Transfer credits in English 111 and 112 are accepted to fulfill distribution requirements. If a student has passed the State CLAST test and is transferring in Math courses from another institution, these courses are validated by the CLAST and no placement test is required.

Computer Placement

All Barry students are required to demonstrate computer proficiency. This requirement may be satisfied by completion of CS 180 or CAT 101, 102. Students who believe that they already have proficiency may request the computer placement waiver test.

English Placement

ENG 103	SAT-V 480 and below ACT 21 and below TOEFL 500-599
ENG 111	SAT-V 490 and above ACT 22 and above TOEFL 600 and above

Exceptions: Freshmen who have Advanced Placement Credit (AP). If a student has AP credit for ENG 111, placement will be in ENG 112. If a student has AP credit for ENG 112 only, placement will be in ENG 111. If a Freshman has AP credit in both ENG 111 and ENG 112, no further English is required.

Chemistry Placement

If SAT-M is less than 440 recentered and SAT-V less than 480, then CHE 110.

If SAT-M is 480 or more and SAT-V is 530 or more, then CHE 111.

If SAT-M and SAT-V are between 440-480 and 480-530 respectively, the decision of whether to place the student in CHE 110 or 111 is left to the discretion of the academic advisor.

Evening Business: Students are required to complete a mathematics placement examination prior to first enrollment. Some students may also be required to write an essay for placement into the English sequence.

Exemptions

Specifically exempt from this policy are second bachelor's degree candidates, students admitted into the Nursing Transition Program (RN/BSN), Nursing Accelerated Option, Occupational Therapy, MLT, Cardiovascular Perfusion, and students admitted into the School of Adult and Continuing Education.

DISTRIBUTION REQUIREMENTS

Expected Educational Results

Distribution requirements are intended to achieve a wide range of learning outcomes in general studies. Specifically, they are designed to fulfill the following instructional objectives:

- To explore diverse modes of religious experience and expression with emphasis on Judeo-Christian tradition.
- To inquire into classic philosophic concepts in order to gain perspective into human issues, judgment, and understanding.
- To demonstrate correct and effective writing.
- To demonstrate competence in organizational patterns, outlining, and research.
- To develop clear and persuasive oral expression.
- To develop an understanding of scientific concepts with emphasis upon scientific observation, scientific methods, and analytical thinking.
- To develop understanding of mathematical concepts and competence in quantitative skills.
- To develop the ability to analyze historical, political, or economic data with emphasis upon interrelatedness of events and processes.
- To examine and understand theoretical and applied aspects underlying individual and group behavior.
- To develop an appreciation and understanding of a genre or period of literature, or to develop skill in a foreign language.
- To develop an appreciation of the fine arts (art, music, theatre) from either a historical or creative viewpoint.

Computing Requirement

All undergraduate students must prove basic computing proficiency. Students possessing computer proficiency may take a challenge exam in order to waive the requirement. For more information about the challenge exam, contact the Instructional Computing Lab, (305) 899-3647.

Undergraduate Graduation Requirements

- (1) Satisfactory completion of at least 45 credits of distributed coursework, including 9 credits in each of the following curricular divisions with a minimum of 3 credits in each of the ten subdivisions:
- | | |
|------------------------------------------------|------------|
| 1. Theology and Philosophy | 9 credits |
| 2. Written and Oral Communication | 9 credits |
| 3. Physical or Natural Science and Mathematics | 9 credits |
| 4. Social and Behavioral Sciences | 9 credits |
| 5. Humanities and the Arts | 9 credits |
| Total Distribution Requirements | 45 credits |

The above distributed coursework must be selected from an approved list of courses from the areas below:

Philosophy – First course in Philosophy: PHI 122, 123, 150, 154, 155, 260, 292, 302, 304, 305, 314, 316, 317, 318, 320. Second course in Philosophy: Any course in Philosophy

Theology – First course in Theology: 103, 108, 109, 110, 120, 191, 192, 207, 214, 220, 303, 309, 311, 321, 333, 334, 335, 344, 353, 360. Second course in Theology: Any course in Theology

Written Communication: ENG 111, 112, 207, 212, 312, 329.

Oral Communication: Any Speech course except 105; TH 155, 156, 213; COM 104.

Fine Arts: Art, Dance, Music, Photography, Theatre Humanities: English, Literature, French, Humanities, Spanish

Mathematics: Excluding MAT 090, 100, and 105
Natural Sciences: Biology

Physical Sciences: Chemistry, Physics

Behavioral Sciences: Anthropology, Criminology, Psychology, Sociology

Social Sciences: Economics, Geography, History, Political Science

All Methods of Teaching courses (XXX 376, 476) are excluded.

- (2) Satisfactory completion of a minimum of 120 credits with a cumulative average of 2.00 (C). Of the total, a minimum of 48 credits must be in courses numbered above 299. The last 30 credits and the majority of the major coursework must be completed at Barry University.
- (3) Individual schools may require satisfactory completion of an integrative experience in the major field(s) during the semester immediately preceding graduation. Students planning to attend graduate school may submit Graduate Record Examination scores to fulfill this requirement. Other examples of integrative experiences are written or oral comprehensive exams, internships, and field work.
- (4) Completion of a major. Specific requirements are given in the introduction to each of the 50 majors, and at least four major plans are available:
- (a) A single major (40-60 credits)
 - (b) One major (30-40 credits) and one or two minors (20-30 credits in each)
 - (c) Two majors (30-40 credits in each) with or without a minor (20-30 credits)
 - (d) One major and Core Curriculum (60-66 credits max) in the School of Business
- Credits in the area of the major or minor beyond the maximum number of credits specified above will not fulfill the 120 credits required for graduation.
- All requirements for the degree must be completed before students take part in a graduation ceremony.

UNDERGRADUATE DEGREES AND MAJORS

In its undergraduate programs, the University offers the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Professional Studies (B.P.S.), Bachelor of Liberal Studies (B.L.S.), Bachelor of Public Administration (B.P.A.), and Bachelor of Science in Legal Studies (B.S.L.S.).

The University offers over 50 undergraduate majors:

- Accounting (B.S.)
- Advertising (B.A.)
- Art (B.F.A.) (B.A.)
 - Ceramics
 - Painting and Drawing
- Biology (B.S.)
 - Major: Professional Track
 - Pre-Dental
 - Pre-Medical
 - Pre-Optometry
 - Pre-Pharmacy
 - Pre-Podiatry
 - Pre-Veterinary
 - 3-Year Accelerated Option
 - Biotechnology Track
 - Ecological Studies Track
 - Major for the Medical Laboratory Technician
 - Histotechnology Track
 - Major: Non-Medical Track
 - Marine Biology Track
 - Post-Baccalaureate Program
 - Pre-Physician Assistant Track
- Broadcast Communication (B.A.)
- Cardiovascular Perfusion (B.S.)
- Chemistry (B.S.)
 - Environmental Track
 - Pre-Dental
 - Pre-Medical
 - Pre-Pharmacy
- Communication Studies (B.A.)
- Computer Science (B.S.)
- Criminology (B.S.)
- Cytotechnology (B.S.)
- Diagnostic Medical Ultrasound Technology (B.S.)
- Economics/Finance (B.S.)
- Elementary Education (B.S.)
- Engineering, Dual Degree (B.S.)
 - Pre-Engineering
- English (B.A.)
 - Literature
 - Professional Writing
 - Secondary Education
- Exceptional Student Education (B.S.)
- Exercise Science (B.S.)
 - Pre-Medicine
 - Pre-Physical Therapy
- French (B.A.)
- General Studies (B.A.)
- Health Services Administration (B.S.)
- History (B.A.)
 - Secondary Education
- Honors
- Information Technology (B.S.)
- International Business (B.S.)
- International Studies (B.A.)
- Legal Studies (B.S.)
- Liberal Studies (B.A.)
- Liberal Studies (B.L.S.)
- Management (B.S.)
- Management Information Systems (B.S.)
- Marketing (B.S.)
- Mathematical Sciences (B.S.)
 - Secondary Education
- Medical Technology (B.S.)
- Music (B.M.)
- Nuclear Medicine Technology (B.S.)
- Nursing (B.S.N.)
 - Accelerated Option
 - Basic Option
 - L.P.N. to B.S.N. Option
 - R.N. to B.S.N. Option
 - R.N. to B.S.N./M.S.N. Option
 - Three-Year Option
 - Two-Year Option
- Occupational Therapy* (B.S.)
- Philosophy (B.A.)
- Photography (B.A.)
 - Biomedical/Forensic
 - Computer Imaging
 - Creative
 - Photo/Communication
- Physical Education (B.S.)
 - Grades K-8
 - Grades 6-12
- Political Science (B.S.)
 - Secondary Education
- PreK-Primary Education (B.S.)
- Pre-Law (B.A.)
- Pre-Major (Undeclared)
- Professional Administration (B.S.)
- Professional Studies (B.P.S.)
- Psychology (B.S.)
- Public Administration (B.P.A.)
- Public Relations (B.A.)
- Sociology (B.S.)
- Spanish (B.A.)
- Sport Management (B.S.)
 - Diving Industry Track
- Sports Medicine-Athletic Training (B.S.)
 - Pre-Medicine
 - Pre-Physical Therapy

Technology (B.S.T.)
 Theatre (B.A.)
 Musical Theatre
 Theology (B.A.)
 *C.O.T.A. required

Change of Major and/or School

Students wishing to change their academic major or to add another major to their academic program, or to change schools, must submit a Request for Change of Major and/or School Form with the office of the dean of the school in which the student is enrolled.

Declaration of Major

All students, including transfers, must declare a major at the completion of 60 credit hours.

Undergraduate Minors

Minor concentrations are available in specific subject areas, as well as in the interdisciplinary areas of Peace Studies and Women's Studies.

Additional courses are offered in the following areas of study:

1. Anthropology
2. Geography
3. Humanities
4. Nutrition
5. Physics
6. Secondary Teacher Certification-Biology
7. Speech

A number of courses and programs at Barry University provide for an interdisciplinary approach to education. Examples include Biomedical Ethics, Humanities, Liberal Studies, Peace Studies, Pre-Law, and International Studies.

Undergraduate Student Classification and Status

An undergraduate student's classification is determined by the number of credits earned as follows:

Freshman	1 to 29 credits earned
Sophomore	30 to 59 credits earned
Junior	60 to 89 credits earned
Senior	90 credits or above earned

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

Full-time	12 credits or above
Part-time	11 credits or below

Class Load

The recommended undergraduate academic course load is 15-17 credits during a regular semester and 6 credits during a summer session. To attempt more than 18 or 6 credits, respectively, requires the recommendation of the faculty advisor, written approval of the appropriate dean, and a 3.00 (B) average. The maximum class load for students in the Evening Business Program is twelve (12) credits per semester.

Departmental Proficiency Examinations

Students who believe that they are qualified in any course offered by the University and are interested in placement and/or credit may petition to take a departmental examination covering the course, with the approval of the Dean, providing such an examination is offered. These examinations do not satisfy residency requirements. A fee of \$20.00 per credit must be paid to cover administrative costs.

Independent Study

Independent study may be an option for degree-seeking students in certain academic areas. Students must have plans for the research project approved by the academic advisor, the faculty member who will supervise the project, and the dean. Students may register for no more than one such project each semester. Regular tuition charges are applied to independent studies.

Tutorial

In unusual circumstances, an academic dean may approve the offering of a course listed in the catalog on a one-to-one (tutorial) basis. Regular tuition charges apply to coursework taken as a tutorial.

Students wishing to audit a course must meet admission requirements. Regular tuition charges apply to audited coursework.

Special Topics

Contents of Special Topics classes will be determined by the individual departments as requested by faculty and/or students to fill specified needs or interests. Special Topics are designated by the course numbers 199 and 300.

THE GORDON RULE

Students who plan to transfer to a college or university in the Florida State system should fulfill the Gordon Rule relative to writing and math requirements: 1) four courses (12 credits), each including a minimum of 6,000 written words; 2) two math courses (6 credits) at or above the level of college algebra.

GRADING SYSTEM

Barry's undergraduate grading system, based on class work and examination, follows:

Superior

Achievement	A	4.00 honor points per credit
Above Average	B	3.00 honor points per credit
Average	C	2.00 honor points per credit
Below Average	D	1.00 honor points per credit
Failure	F	No honor points credit
Credit	CR	Awarded for achievement at or above the D level (C level in ENG 103, 111, and 112; MAT 090, 100A, 100B, 100C, 105); no honor points; not computed in GPA; equivalent to passing grade A-D

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

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

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

Course In Progress

IP	
No Credit	NC No credit awarded; achievement below D level (C level in ENG 103, 111, and 112; MAT 090, 100A, 100B, 100C, 105); not computed in GPA; equivalent to F grade.

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 reapply for the next graduation.
---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Withdraw

W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer session. If a student officially withdraws within the last five weeks prior to final examinations of a regular semester and within the last two weeks of the summer session, a grade penalty is earned. Grade penalty means an F grade is given and the credits are computed in the grade point average.
---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CHANGES IN WITHDRAWAL POLICY FOR FULL SEMESTER CLASS

Weeks	2nd week to the 5th	=	W
	6th week to the 10th	=	WP or WF
	11th week to the 15th	=	F

CREDIT/NO CREDIT

Students may select one course per semester, in addition to Instructional Activities in Sport and Recreation courses and certain developmental courses, subject to the usual maximum course load limitations, for which the official record of performance shall indicate only whether or not course requirements are completed satisfactorily. A student on academic probation may not elect the CR/NC option.

This option may not apply to courses in the student's major/minor or to courses required for professional preparation. The student must elect the option at the time of registration; any changes must be made within the regularly-scheduled period for class adjustments. A student may not repeat a course under the CR/NC option for which the previously earned grade was other than W.

A maximum of twenty-four (24) credits, in addition to physical education and certain developmental courses, may be taken under the CR/NC option (CLEP and Proficiency Examinations excluded). Credits earned under this option are applicable to the number of credits needed to fulfill degree requirements. Students must enroll for the Credit/No Credit option in all sport and recreation courses; no letter grades are issued.

DEVELOPMENTAL COURSES

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Students receiving a grade of IP in any developmental English or Math

course will be enrolled in the SAME course as a REPEAT in the subsequent term. A section of ENG 103, reserved for such repeats, is marked on the printed class schedule as (FOR IP STUDENTS ONLY). All developmental courses must be completed successfully by the end of 45 credit hours or the student may not be allowed to register for any additional courses at Barry University. Exceptions to this policy require the approval of the Dean of the School of Arts and Sciences.

FRESHMAN COMPOSITION

The freshman composition sequence, English 111 and 112, must be completed successfully by the end of 60 credit hours or the student may not be allowed to register for any additional courses at Barry University. Exceptions to this policy require the approval of the Dean of the School of Arts and Sciences.

GOOD STANDING—PROBATION—SUSPENSION

A student is in Good Academic Standing if the cumulative grade point average (GPA) is 2.00 or above.

A student is on Academic Probation if the cumulative grade point average (GPA) falls below 2.00. The dean of the appropriate school may require a student on probation to register for a limited load.

A student will be suspended who: a) receives less than a cumulative 1.00 GPA after the second or subsequent semesters at Barry University; b) receives a cumulative GPA below 2.00 for three consecutive semesters beginning with the second semester of attendance.

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 Readmission and Change of Status procedures.

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.

Evening Business

A student on academic probation may not register for more than three credits per term. A student may not remain on academic probation for longer than one calendar year. A student remaining on probation for longer than one calendar year is subject to suspension.

REQUEST TO REGISTER AT ANOTHER INSTITUTION

Off-Campus Enrollment/Transfer of Credits

A Barry student is expected to fulfill all coursework at Barry University; therefore, permission to take a course elsewhere is granted only if the course is required by the students' program and will not be offered at Barry before the students' graduation.

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

Students who have obtained junior status (60+ cr. hrs.) may not transfer credits from a community college or junior college.

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). This policy is clearly stated in this Undergraduate Catalog under Transfer Credit Policies.

REPEAT COURSES

No Barry University course may be attempted more than 3 times. Withdrawals are counted as attempts.

With prior written authorization from the appropriate advisor and dean, a student may repeat a course to improve the cumulative grade point average.

If a student has an F and repeats the course and receives an A, only the A counts. 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 remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. The Credit/No Credit Option cannot be exercised during the second attempt to remove a previous letter grade.

DEAN'S LIST

To be eligible for the Dean's List, students must have achieved a minimum grade point average of 3.50 taking at least twelve credits on a graded basis excluding incomplete grades, in-progress grades, developmental courses or grades lower than a C.

PRESIDENT'S LIST

To be eligible for the President's List, students must have achieved a grade point average of 4.00 taking at least twelve credits on a graded basis excluding incomplete grades, in-progress grades or developmental courses.

GRADUATING WITH HONORS

In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry carrying letter grades of A,B,C, or D, and must have maintained a cumulative grade point average of 3.50 or above. Only courses taken at Barry are computed in determining honors. The GPA will be rounded using the third decimal place.

For distinction, CUM LAUDE, a cumulative grade point average of 3.50 is required; for MAGNA CUM LAUDE, 3.70; and for SUMMA CUM LAUDE, 3.90.

ROTC

Barry University, in cooperation with the Department of Aerospace Studies, Air Force Reserve Office Training Corps (AFROTC), at The University of Miami provides academic instruction and training experiences leading to commissioned service in the United States Air Force. Two programs are offered: (1) Four-year program: two-year basic course, four-week field training course, and a two-year advanced course; and (2) Two-year program: six-week field training course and the above two-year advanced course for students with two years of undergraduate/graduate studies remaining.

A variety of AFROTC scholarships for two to four years are available on a competitive basis and include the cost of books plus a nontaxable \$150 each month during the school year. All AFROTC cadets must pass the Air Force Officer Qualifying Test (AFOQT), a five-part physical fitness test and a 1.5 mile timed run, plus requirements in English and mathematical reasoning. Courses are conducted on the University of Miami campus including a two-hour leadership laboratory. For more information, call Det 155, AFROTC, at (305) 284-2870.

GENERAL STUDIES

Students who are unable to meet the admission/graduation requirements for other majors can receive a Bachelor of Arts in General Studies consisting of 120 hours as follows:

- General Education: 45 hours
- Concentration: 45 hours in one area chosen from among the five areas of distribution excluding methods courses.
- Communication: courses in communication studies, English (200 level and above; non-literature courses), speech (excluding SPE 105).
- Theology and Philosophy: all courses
- Humanities and Fine Arts: courses in art, dance, foreign languages, humanities, literature, music, photography, theatre
- Science and Math: courses in chemistry (excluding CHE 105), math (excluding MAT 090, 100 and 105), computer science (excluding CAT courses), physics.

Behavioral and Social Sciences: courses in anthropology, criminology, geography, history, political science, psychology, sociology

- The minimum grade of C is required in all courses in the areas of concentration.
- Upper level courses must total 48 hours, of which at least 30 hours must be in the area of concentration.
- Integrative experience: community/university service project

CAMPUS INTERCHANGE PROGRAM

Barry University is part of a campus interchange program involving three fully-accredited colleges located in different geographic areas across the United States. A student may elect to spend a semester at any of the participating colleges any time from the second semester of the sophomore year until the last semester prior to receiving a degree from Barry. Tuition is paid to the home college; other expenses (including room and board, special fees, etc.) are paid on the campus where they are incurred. Students participating in this program will need to coordinate financial aid as well as academic programs. Information on campus interchange is available at the office of the school dean.

Barry University has entered into this agreement with St. Thomas Aquinas College, Sparkhill, New York; Dominican College, San Rafael, California; and Aquinas College, Grand Rapids, Michigan.

SECOND BACHELOR'S DEGREES

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

- (1) A formal application must be submitted to the Office of Records Management.
- (2) The student must fulfill all admissions, prerequisite and course requirements in the second degree program; the majority of the major must be completed at Barry.
- (3) If nine (9) credits of Theology and Philosophy are not included in the first degree, they must be completed for the second degree. Other distribution requirements are considered completed.
- (4) At least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's degree must be completed at Barry. These courses must be completed with a letter grade.
- (5) The student must achieve a cumulative grade point average of 2.00 or higher, with 2.00 or higher in the second major. Some schools at Barry have a requirement that each course in the major, as well as the core business curriculum in the School of Business, must be completed with a C or better grade. The applicant is advised to review the catalog section dedicated to the major of interest to determine the grade requirements for that major.
- (6) The same degree from Barry University may not be awarded twice.

GRADUATE CREDIT FOR QUALIFIED 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.

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.

GRADUATE DEGREES AND MAJORS

(More detailed information may be found in the Barry University Graduate Catalog.)

- School of Adult and Continuing Education
 - Information Technology, M.S.
- School of Arts and Sciences
 - Art Therapy, M.S.
 - Art Therapy/Clinical Psychology, M.S.
 - Clinical Psychology, M.S.
 - Communication, M.A.
 - Executive Master Science in Communication, M.S.
 - Managerial Communication, M.S.
 - Pastoral Ministry for Hispanics, M.A.
 - Photography, M.A.
 - Photography, M.F.A.
 - Psychology, M.S.
 - School Psychology, S.S.P.
 - Theology, M.A.
 - Doctor of Ministry, D. Min.
- Andreas School of Business
 - Master of Business Administration, M.B.A.
 - Postgraduate Certificate Programs:
 - Accounting, Finance, International Business, Management, Management Information Systems, Marketing
- Adrian Dominican School of Education
 - Computer Science Education, M.S., Ed.S.
 - Educational Leadership, M.S., Ed.S.
 - Educational Technology Applications, M.S., Ed.S.
 - Elementary Education, M.S.
 - Exceptional Student Education, M.S., Ed.S.
 - Guidance and Counseling, M.S., Ed.S.
 - Higher Education Administration, M.S.
 - Human Resources Development and Administration, M.S.
 - HRDA Leadership of Not-for-Profit/Religious Organizations, M.S.
 - Marriage and Family Counseling, M.S., Ed.S.
 - Marriage and Family and Mental Health Counseling, M.S., Ed.S.
 - Mental Health Counseling, M.S., Ed.S.
 - Montessori Elementary Education, M.S., Ed.S.
 - Montessori Early Childhood Education, M.S., Ed.S.
 - PreK-Primary Education, M.S., Ed.S.
 - Reading, M.S., Ed.S.
 - Rehabilitation Counseling, M.S., Ed.S.
 - Leadership and Education, Ph.D. with Specializations in Counseling, Leadership, Educational Technology
- School of Graduate Medical Sciences
 - Doctor of Podiatric Medicine, D.P.M.
 - Physician Assistant Program, M.C.M.S.

School of Human Performance and Leisure Sciences

Athletic Training, M.S.
Sport Management, M.S.
Dual Degree Option in Sport Management
with Andreas School of Business,
M.S.S.M./M.B.A.

School of Natural and Health Sciences

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

School of Nursing

Nursing, M.S.N., with Specializations in
Nursing Education; Nurse Practitioner; and
Nursing Administration, including a
dual degree with Andreas School of Business,
HSN/MBA

Doctor of Philosophy in Nursing, Ph.D.

School of Social Work

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

POLICIES AND PROCEDURES

PROCEDURE FOR APPEAL OF GRADES

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

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

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

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

The following procedures are applicable in all schools and divisions 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 or division 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 or division 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 or division.
- 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 Office of the Registrar.
 - (2) If the grade is received in a comprehensive examination or on a thesis, the student may file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than five working days after the grade is received.

If reconciliation is not achieved at the departmental level, the student may file the Grade Appeal Form with the dean of the school. The form must be filed no later than five working days after receiving the department chair's decision in the case. The dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The dean will render a decision within thirty calendar days and inform the student and faculty member in writing.

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

POLICY ON MEDICAL LEAVE

The purpose of this policy is to ensure that all Barry students with incipient emotional, mental health or physical needs receive timely assessment and access to service. The policy shall cover all students unless

the specific school or department in which the student is enrolled has a more specified or comprehensive policy with respect to mental and physical health and disposition.

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

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

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

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

readiness to resume student status, and in such cases the University may withhold readmission until such time that appropriate treatment has been received.

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

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

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

SUBSTANCE ABUSE

Barry University acknowledges the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. It is the intent of the University to establish and maintain a drug-free workplace. It is the University's further in-

tent 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 must observe this evidence directly and may not take action solely on the report of another party.

Procedures for Handling Cheating and Plagiarism

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

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

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

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

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

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

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

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

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

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

Responsibilities of the Faculty

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

Faculty should do everything within reason to prevent cheating and plagiarism.

Responsibilities of Students

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

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

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

Policy on Hazing

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

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

ACADEMIC RESOURCES

LEARNING CENTER

Jill M. Reed, Director

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

The Learning Center provides a variety of scheduled seminars. Supplemental support seminars are offered to support specific courses in the academic disciplines. In addition Special support seminars are provided for students, focusing on developing skills and strategies necessary to academic success. A comprehensive ESL series (English for Speakers of other Languages) is available for students who seek additional improvement in oral and written English language skills.

The Learning Center has a Writing Center and a Mathematics Laboratory which are open throughout the day and evening where the students work largely on a one-to-one basis with the professional staff. The Writing Center provides writing assistance to the University community. The Center serves the undergradu-

ate population's needs for writing essays and research papers and assists graduate and postgraduate students with writing that ranges from doctoral dissertations to business letters and resumes. 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 calculus, trigonometry, physics, and statistics as well as tutoring in accounting.

The Learning Center provides required review courses for CLAST preparation (EN 010 and MA 010) presented during the Fall and Spring semesters prior to each testing. Independent preparation through computer-assisted and videotaped instructional modules is also available to students.

The Center administers and/or directs a wide range of assessment measures. It is responsible for challenge and placement testing of incoming students and for providing additional specific evaluations in skills areas 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 reading/skills and strategic clinic on an as-needed basis.

EN 010 Reading, Essay, and Language Skills for CLAST (1)

Preparation for the Florida College Achievement Skills Test (CLAST) in reading, essay, and English language skills. Assesses student competencies and provides specific instruction. Satisfies requirement for students who must register for the CLAST. Does not meet distribution or degree requirements. CR/NC option only.

MA 010 Mathematics Skills for CLAST (1)

Preparation for the Mathematics section of the CLAST. Assesses students through pre/post-test of competencies and provides review of necessary mathematical areas. Performance-based module approach. May be retaken at no additional cost. Satisfies requirement for students who must register for the CLAST examination. Does not meet distribution or degree requirements. CR/NC option only.

MA 090 Pre-Entry Math (3)

This course prepares a student to take MAT 100A or 100B. A variety of individualized strategies are used, including programmed materials, computer-aided instructions, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/NC option only. Placement in this course is by appropriate score on the placement test. Three graded attempts maximum.

ENG 103 English Composition Strategies

Mandated placement for specific students and open to others. A performance-based developmental writing course with emphasis on process. Additional ESL seminars are mandated for selected students. Course requires additional reading and writing seminars. Pre/post-testing and portfolio evaluation are used to determine individual performance. A grade of CR is needed to exit. Does not meet distribution or degree requirements. CR/NC option available.

ENG 103B College Reading and Study Strategies

A performance-based developmental course providing intensive instruction leading to rapid improvement in the reading and study strategies needed for college and career success. Does not meet distribution or degree requirements. CR/NC option only.

HUM 207 U.S. Culture

A thematic exploration of the patterns of U.S. culture from a cross-cultural perspective through the study of historical documents, literature, music, and art. Discussion of the development of the American sociotype may include the themes of the Puritan mind; individualism; the pursuit of happiness; innocence; differentiation and the melting pot; the American family; feminism; science, progress and technology; Anglo America and democratic universalism; war and peace; national religion; and mass culture and mass consumption.

HUM 208 U.S. Culture through Film and Media

Examination of film and media with a focus on how the individual works communicate a complex mixture of history and culture. The cultural development and consciousness will be explored through the critical study of "experience" as portrayed in individual productions. The course will progress from the specific elements of cinema, to the cultural ideologies and theories expressed through film and media, to a consideration of media as a social catalyst and image maker.

ST 001 Strategies for Professional and Academic Success (1)

An elective course designed to meet the transitional and developmental needs of college students with learning disabilities. The course will focus on the development of self-advocacy skills and compensatory strategies which will assist students in meeting the demands of post-secondary education.

S/T: SI010 Supplemental Instruction (1-6)

A supplemental instruction course designed to deliver individualized or small group instruction. The content is to be determined each semester by the Learning Center as requested by the specific school, faculty, and/or students to fill specified needs or interests. Does not fulfill distribution or degree requirements. CR/NC only.

CAL PROGRAM

Jill M. Reed, Director
Bruce Smitley, Assistant Director

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

The CAL Program has been designed to meet the needs of students with learning disabilities who have the intellectual potential and motivation to complete a four-year university degree or graduate studies. It is a comprehensive, professionally staffed and structured approach to assisting students throughout their university experience and moving them toward increasing self-direction in academic success, socioemotional maturity, and career development. The CAL Program emphasizes applications of learning theory to improve cognitive functions for the learning disabled student. The goal of the program is to give the students an understanding of the skills and strategies they may employ to circumvent their individual learning disabilities successfully, in life as well as academia.

Services include individual diagnostic evaluation in order to develop a personalized educational plan for college study; intensive individual instruction to improve reading, writing, oral communication, and mathematics skills needed at the university level; instruction in learning and study strategies based on individual needs; individual and small-group subject area tutoring; individual and small-group personal, aca-

demical and career counseling; special test administration services; and advocacy with faculty to facilitate course success.

An orientation program at the beginning of the Fall semester is recommended for both first-year and transfer students.

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 will be 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 Office of Admission.

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

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

TRANSITION IN LANGUAGE AND CULTURE PROGRAM

Jill M. Reed, Director

The Transition in Language and Culture Program (TLC) is a transitional program which fosters the development of language skills while the student earns university credit in a supportive environment. The goal of the program is to increase the student's cognitive and academic language ability in order for the student to become more proficient with the manipulation of language in the decontextualized academic situation.

Based on current language acquisition theory, the curriculum focuses on the needs of the second-language learner; it emphasizes the five basic elements of language—listening, speaking, writing, reading and culture. The courses are commensurate with the intellectual and academic pursuits of a first-year liberal arts education. The entire curriculum is based on an integrated thematic approach which fosters the acquisition of knowledge and language in a social-communicative setting, creating a meaningful and efficient context which engenders the connection and association of ideas. The focus on U.S. culture as curriculum content provides the students with an understanding of the culture of which they have become a part as well as their need as members of the global marketplace to have knowledge of the prevalent international culture. In addition to developing a knowledge base, these courses will act as a perceptual filter for stu-

dents to develop multiple historic perspectives, to strengthen cultural consciousness and intercultural competence, to increase awareness of global dynamics, and to build social awareness skills.

Special attention will be paid to providing students with the ability to assess their learning styles and strategies. Emphasis will be placed on the recognition of the styles and strategies of the student's indigenous culture and those necessary for an American university.

COURSES

- ENG 103 Composition for ESL/EFL students (3 credits)
- HUM 207 United States Culture (3 credits)
- HUM 208 United States Culture Through Film and Media (3 credits)
- COM 104 Interpersonal Communication (3 credits)
- MAT To be determined by placement exam (3 credits)

Elective

- SPE 105 American Phonetics

Barry University also offers a Transition in Language and Culture program for the graduate student.

HONORS PROGRAM

Jung Min Choi, Ph.D., Director

Purpose of the Program

The Barry University undergraduate Honors Program is designed to add both breadth and depth to the educational experience of students in the Honors program. The Honors curriculum offers the intellectually curious student an opportunity to analyze problems, synthesize theories and actions, evaluate issues facing our complex society and develop leadership skills. The program gives superior students the opportunity to interact with faculty members whose knowledge and expertise, as well as their own willingness to explore non-traditional academic avenues, will enable these students to challenge the frontiers of their ability.

Qualification

Freshmen or transfer students who have a minimum combined recentered SAT score of 1250 a minimum GPA of 3.50 (in high school or university, respectively), and/or obtain the approval of their academic advisors in consultation with the Honors Program Director are invited to participate in the Barry University Honors Program.

Structure

Students are expected to enroll in the Honors Program during each of their four years at Barry University, with the exceptions noted under "Requirements."

Qualified freshman students enroll in a freshman seminar in Theology/Philosophy during fall semester and English during spring semester. The Theology/Philosophy seminar is an interdisciplinary exploration of the Judeo-Christian tradition which is central to the mission of Barry University. The English seminar concentrates on the study of language, literature, and cultural representations, with the emphasis on understanding the role of language in creating culture. The intellectual environment permits students to focus on the responsibilities and challenges of the program and helps to determine a student's willingness to commit to the entire program.

Sophomore students enroll both fall and spring semesters in a social sciences course sequence focusing on international/multi-cultural issues which form a central part of the mission of Barry University. An interdisciplinary, team-taught course, "America in the World," examines the role the United States has played and continues to play on the world scene from the perspectives of history and political science. "The World in America," the second half of the sequence, examines that history and present-day reality of the multicultural experience in American society from a sociological perspective.

Junior students enroll for "In-Course Honors" in regular university classes in which they undertake projects relating to those courses under the guidance of the faculty member.

Senior students enroll in an independent study course designed specifically for writing the Senior Honors Thesis, which is a requirement for graduation from the Honors Program.

By giving honors students a campus presence and by encouraging the cohesiveness of the group that enters as freshmen, the University hopes to foster a group identification and intellectual camaraderie that will endure long beyond their educational experience at Barry University.

Requirements

To receive the designation of Honors Program participation on the final transcript, honors students must fulfill the following requirements:

- (1) A minimum of 24 credit hours in honors courses which, except for students transferring honors credits from other colleges or universities, must include the Theology and Philosophy freshman seminar sequence and the international/multicultural sophomore course sequence.
- (2) A minimum of 12 credit hours in honors courses from outside the area of the major.
- (3) While the demands of particular academic programs may require individual adjustments, the suggested sequence for honors courses shall be:
 - (a) Freshman Year - THE/PHI 191 and ENG 199 (6 credit hours). These courses will fulfill undergraduate distribution in Theology/Philosophy and part of Oral and Written Communication.
 - (b) Sophomore Year—HIS/POS 393 and SOC 394 (6 credit hours). An examination of the international/multicultural reality of American society.
- (c) Junior Year—Three in-course honors courses (9 credit hours). Students will work with a faculty member on a special Honors Project/Assignment within the structure of a regular course offering. Honors students registering for in-course Honors must clearly mark with an "H" the special code column when registering for the course. In-course Honors will be given under the respective department's code so that the courses may fulfill not only the Honors Program requirements but also, in some cases, part of a student's distribution requirements or major/minor requirements.
- (d) Senior Year—Independent Study course (3 credit hours) will contain a supervised, original research component culminating with the Senior Honors Thesis Research Project which is a requirement for graduation from the Honors Program and must be approved by an examining committee. A supervisory committee will oversee the thesis/project: the faculty director, a second faculty member from the same discipline.
- (4) A maximum of 12 transfer credit hours in honors courses will be accepted towards graduation from the Barry University Honors Program from students transferring from honors programs in other colleges or universities.
- (5) Honor students can continue in the program if they maintain a minimum GPA of 3.5 and/or are recommended by their advisor and chairperson.

The course sequence will fulfill part of the undergraduate distribution requirements in the social and behavioral sciences.

BEC PROGRAM

The Barry Early Credit (BEC) Program is a cooperative program between Barry University and selected high schools. This program allows motivated high school students with proven exceptional academic abilities to earn college-level credits in designated courses while in their junior and senior year. While still enrolled in high school, BEC students are admitted to Barry University as part-time, non-degree-seeking students.

To be eligible to apply for the program, a student must have a cumulative 3.00 average and must complete an application form. A transcript and a recommendation form from the high school must be sent to Barry University's School of Arts and Sciences.

BEC students are intellectually challenged during the final stage of high school by college-level material. By completing some college requirements, these students move into higher-level courses after they matriculate in college.

The BEC Program presently offers courses in biology, chemistry, computer science, English, French, history, humanities, mathematics, political science, Spanish, philosophy, and theology.

SUMMER SCHOLARS PROGRAM

The Summer Scholars Program brings high school scholars to the campus during the second summer term. Students participate in coursework designed to challenge and enrich their intellectual skills. Students can choose from a variety of college-level courses from many disciplines according to their abilities and interests. The program offers courses in English, philosophy, mathematics, computer science, history and others are available.

STUDY ABROAD PROGRAMS

Barry University offers a variety of Study Abroad programs. Students may choose from Summer, Semester, or Year Long programs. Among the programs are Barry courses taught abroad by Barry faculty members, study abroad at a number of foreign universities with which Barry has bilateral exchange agreements, and participation in the College Consortium for International Studies in which Barry students can participate in over 50 programs offered by the member colleges and universities. Information about the above programs is available from the Director of Study Abroad, Department of Interdisciplinary Studies, School of Arts and Sciences.

Students interested in Study Abroad should plan their course of study well in advance of their projected foreign travel so as to meet registration deadlines in a timely manner and any other program-specific requirements as mandated by the institution of study. In addition, they should consult with their academic advisors and deans to ascertain how Study Abroad is best accommodated within their academic programs and obtain approval.

DIVISION OF INFORMATION TECHNOLOGY

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

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

HELPDESK

Darrell Duvall, Manager

The division provides a 24-hour Helpdesk for the support of university computing. The Helpdesk is staffed for immediate phone support during normal office hours and is available after hours through the World Wide Web and electronic mail. The Helpdesk is intended to be the primary point of contact with the division for faculty and staff seeking IT support and services. The Helpdesk also maintains a network of departmental liaisons as a first line of support for faculty and staff offices.

CENTRAL COMPUTING

Yvette Brown, Director

Central Computing manages and maintains over 12 servers running OSF/1, VMS, and Microsoft Windows NT. These computers are the primary servers for "BarryNet," the campus-wide Ethernet network and collectively provide network, library, and instructional services.

Central Computing installs, maintains, and upgrades all the software running in these servers including support for Internet applications and electronic mail.

The Internet domain for the University is "BARRY.EDU." All registered students are provided with a computer account at no additional cost upon request. World wide access via the Internet is available at "<http://www.barry.edu/>".

DESKTOP COMPUTING SERVICES

Paul McIntosh, Chief Systems Engineer

Desktop Computing is responsible for the maintenance and support of all university computers. They manage all computer equipment deliveries, system configurations, and network operating system installations. While the primary focus is hardware maintenance, desktop problems frequently involve an integration of hardware and software services.

The university currently has an inventory of over 1,200 microcomputers with over 100 of them spread out among 9 remote sites in Dade, Broward, Palm Beach, Monroe, and Collier/Lee counties; the Orlando area; and the Treasure Coast.

DISTANCE EDUCATION CENTER

Cynthia Davis, Ph.D., Associate Dean

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

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

David Brinkley Studio

Mary Rode Worley, Manager

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

The 20x20-foot television studio includes:

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

Field Equipment:

- S VHS camcorders

Full editing facilities include:

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

Additional Services:

- Satellite uplink/downlink
- Teleconferencing
- Script writing
- Tape Duplication

Tape formats:

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

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

NETWORK SERVICES

Terry Kushi, Manager

Network Services provides the network that allows users to access "BarryNet" applications, the library system, the administrative system, and the Internet. On the main campus over 1,000 Ethernet connection points are accessed through 24 hubs in 20 buildings.

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

INSTRUCTIONAL COMPUTING

Thomas Ayers, Associate Dean

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

OPEN LAB – GARNER ROOM 247

Erik Calvino, Manager

The main lab is available to all students and faculty and provides access to various application packages, various operating systems, electronic mail, and the Internet. The lab is equipped with over 40 Windows-based computers, 10 Macintosh-based computers, terminals, scanners, color printers, and a networked laser printer.

PRINTING SERVICES

The main lab provides free dot-matrix printing from all Windows 95-based machines. Laser printing is available for a fee and is accessible from all computers through a user account. All accounts are credited with funds for 25 free pages twice a year—January and August. Price for additional pages is 3¢ per page and must be purchased prior to printing.

Color printing is available at \$1.00 per plain paper printout and \$1.50 for color overhead transparencies.

STUDENT ACCOUNTS

All registered students are eligible to apply for a free user account on the student server DOMINIC. This account provides access to electronic mail, and text-based Internet tools. Student's Internet addresses are `userid@dominic.barry.edu`. Existing student accounts expire two weeks after the start of each fall and spring semester and must be renewed to maintain uninterrupted service. Renewal forms are available in the computer lab and must be accompanied by proof of registration. These accounts are accessible through modem dial-up access at (305) 899-3636. Modem settings are: 8 bits, 1 stop bit, no parity (8-1-N).

REMOTE (PPP) GRAPHICAL ACCESS

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

LAB HOURS (During Fall and Spring Semesters)

Sunday	3:00 pm - 12:00 am
Monday - Thursday	7:30 am - 12:00 am
Friday and Saturday	8:00 am - 10:00 pm

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

MOBILE COMPUTING & PROJECTION

Instructional Computing maintains a Mobile Computer and Projection System for use by students and faculty. The faculty member running the class must make a reservation for student use. A minimum 48 hours advance reservation is required and can be made in person in the computer lab or by contacting a Lab Manager or Supervisor at (305) 899-3647, or (305) 899-3893.

CLASSROOM LABS

For teaching, there are six networked classrooms for hands-on computer usage. Four rooms are equipped with 24 Windows-based computer workstations and two rooms are equipped with 15-20 Macintosh computer workstations. Each room has a networked printer and a multimedia teacher's workstation connected to an overhead projection system. Faculty wishing to reserve a room can do so in person in the computer lab or by contacting a Lab Manager at (305) 899-3647 or (305) 899-3893.

MORE INFORMATION

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

FACULTY AND STAFF TRAINING

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

UNDERGRADUATE TRAINING

All Barry University students must prove basic computing proficiency. CAT 102 has been approved as the required course to meet this proficiency requirement. Students possessing the proficiencies taught in these classes may take a challenge exam and waive the requirement. Additional computer application classes and networking classes are offered to increase a student's computer skills level and/or allow students to pursue industry certification as a Network/System Engineer.

LIBRARY SERVICES

Nancy Pine, Director

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

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

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

Remote access to Library resources is available to currently enrolled students, faculty, and staff of the university. On campus access to the library is avail-

able seven days a week and current operating hours may be obtained by calling (305) 899-3776.

Course Descriptions— Computer Applications Prefix: CAT

102 BASIC COMPUTER APPLICATIONS (3)

This course provides students with basic computer applications training. Hands-on training will be provided in a Windows-based operating environment, electronic mail, the World Wide Web, computerized library skills, word processing and electronic spreadsheets. This course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software. It is a hands-on lab course. No prerequisites.

130 DATABASE APPLICATIONS (1)

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

140 PAGEMAKER (1)

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

160 INTRODUCTION TO COMPUTER GRAPHICS (1-3)

This course is designed to provide the student with a basic understanding of Computer Graphics. The course will provide the necessary level of training to prepare graphic presentations. Prerequisite: CAT 102.

199 SPECIAL TOPICS (1-3)

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

202 ADVANCED COMPUTER APPLICATIONS (3)

This course is a continuation of CAT 102. Students will receive hands-on training in advanced features of word processing, and spreadsheets, an introduction to graphic presentations, and an introduction to database management software. Prerequisite: CAT 102.

310 WEB PAGE AUTHORIZING AND DESIGN (3)

A hands-on introduction to HTML and an HTML editor. Students will learn the language of web page design as well as the use of a graphical editor for web page creation. Students will format text, graphics, tables, and forms. In addition, students will learn the skills necessary to activate their web pages. Suggested prerequisite: CAT 102.

Network and Systems— Engineering Prefix: NSE

210 NETWORK ADMINISTRATION (3)

This course covers a general foundation in current networking technology for local area networks (LAN's), wide area networks (WAN's), and the Internet. Students are also provided with the knowledge and skills necessary to perform post-installation and day-to-day administration tasks in a single-domain or multiple-domain network.

300 SPECIAL TOPICS (3)

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

310 NETWORK OPERATING SYSTEM I (3)

This course provides the foundation for supporting a network operating system. Students will be provided with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot using Microsoft Windows NT or Novell. Prerequisite: NSE 210

320 NETWORK OPERATING SYSTEM II (3)

This course provides for supporting a server-based enterprise environment. Students will be able to design, implement, and support a network operating system in a multi-domain environment using Microsoft Windows NT or Novell. Prerequisite: NSE 310

330 WORKING WITH LAN HARDWARE (3)

This course provides students with the knowledge and skills required work with local area network (LAN) hardware, including network cards, cabling, bridges, and routers. Covers hardware selection considerations for routers, hubs, and couplers. Students are also provided with a strong foundation of network design: through physical environment and application goal influences. Prerequisite: NSE 210

410 INTERNETWORKING TCP/IP (3)

This course students with the knowledge and skills required to set-up, configure, use, and support Transmission Control Protocol/Internet Protocol (TCP/IP) on a Microsoft Windows NT operating system. Prerequisite: NSE 210

420 INTERNET INFORMATION SERVER (3)

This course teaches students how to support the various features of Microsoft Internet Information Server. Students will gain understanding of the product by installing, configuring, and supporting Internet Information Server. Prerequisite: NSE 210

430 INSTALLING, NETWORKING & SUPPORTING WINDOWS 95 (3)

This course helps students gain the knowledge and skills to install, configure, network, and troubleshoot the Microsoft Windows 95 operating system. This includes determining when Windows 95 is the appropriate operating-system choice. Prerequisite: NSE 210

440 ADMINISTERING MICROSOFT EXCHANGE SERVER (3)

This course provides an introduction to the core technologies of Microsoft Exchange Server. It will prepare students to implement and administer Microsoft Exchange in a single-site or multiple-site environment. Additionally, students will install and configure the Microsoft Outlook desktop information manager client, be given an introduction to the connectors and protocols in Microsoft Exchange, and install Internet Mail Service, Microsoft Mail Connector, and Lotus cc:Mail Connector. Prerequisite: NSE 210

450 ADMINISTERING MICROSOFT SQL SERVER (3)

This course provides students with the knowledge and skills required to install, configure, administer, and trouble-shoot Microsoft SQL Server client/server database management system. Prerequisite: NSE 210

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION

Sister Loretta Mulry, IHM, Ed.D., Dean

Judith Hochman, Ed.D., Associate Dean

Patricia D. LaBahn, Ph.D., Associate Dean

Ronald J. Testa, Ph.D., Associate Dean

Faculty: Alexandrakis, Beebe, Braunstein, Brock, Feito, Franco, Maybee, McKay, Olson, Orman, Quinn, Rodriguez, Scully, Swaner, Teitzman, Testa

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

Students must meet the same graduation requirements as other Barry University students. However, they may choose from a number of learning options which allow for greater flexibility in program planning and scheduling. Courses are taught by faculty who possess both academic and professional expertise which is complemented by their understanding of adult learners.

Adult students often have attained knowledge outside of the classroom that is appropriate for academic credit. The School of Adult and Continuing Education grants such credit toward an undergraduate

degree if students can demonstrate college-level learning. Each student works with an academic advisor who assists the student in preparing for the assessment of experiential learning.

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

DEGREE PROGRAMS

The following programs are offered to adult students through the School of Adult and Continuing Education:

- Bachelor of Professional Studies (B.P.S.)
- Bachelor of Liberal Studies (B.L.S.)
- Bachelor of Public Administration (B.P.A.)
- Bachelor of Science in Health Services Administration (B.S.)
- Bachelor of Science in Legal Studies (B.S.)
- Bachelor of Science in Information Technology (B.S.)
- Bachelor of Science in Professional Administration (B.S.)
- Master of Science in Information Technology (M.S.)

ADMISSION INFORMATION

Application for admission to Barry University's School of Adult and Continuing Education is a process separate from the registration process and must be completed prior to course registration.

Admission Requirements

Criteria for Full Acceptance

ACE has traditionally served adult learners. To qualify for portfolio credits a minimum of 5 years of full-time professional work experience, and/or community service is required. The portfolio is mandatory or optional depending upon the degree selected.

- Interview with an academic advisor/director;
- Submit a completed application form with appropriate application fee;
- Provide one official transcript of credits taken at all colleges attended and, if applicable, CLEP, DANTES transcripts, or, if no college credit or fewer than 12 credits have been earned, provide one official transcript indicating graduation from high school or G.E.D.;
- Achieve a 2.00 cumulative grade point average or better in all previous academic work;
- Applicants holding an Associate Degree or its equivalent must present a minimum of 3 years full-time professional work and/or community service experience past high school;
- Applicants not holding an Associate Degree or its equivalent must present a minimum of 5 years of full-time professional work and/or community service experience past high school.

Criteria for Provisional Acceptance

Provisional acceptance is extended to those whose transcripts reflect less than a 2.00 cumulative grade point average at the time of application. A student enrolling under this option is limited to twelve credits in which a minimum cumulative grade point average of 2.00 must be achieved at Barry University. Upon successful completion of 12 credits with a cumulative grade point average of at least 2.0 at Barry, full acceptance will be granted.

Those who are unable to complete the admission requirements (See Requirements and Procedures for Full Acceptance) at the time of application are limited to twelve credit hours at Barry University. To enroll in additional coursework, the student must submit all required credentials before subsequent enrollment.

BACHELOR OF PROFESSIONAL STUDIES (B.P.S)

The Bachelor of Professional Studies (B.P.S.) degree program is designed for students who choose to pursue a professionally-oriented program of study.

The degree is flexible in its design and thereby responds to diverse student interests and needs. Students pursuing the Bachelor of Professional Studies degree must meet Barry University's distribution requirement

and must select elective coursework in their chosen professional field. The student may choose to aim for breadth of knowledge through an interdisciplinary curriculum or to focus on an area of concentration. Students may select an area of concentration in one of the following: Health Services Administration, Human Resource Administration, Information Technology, Personal Financial Planning, Professional Administration or Public Administration.

The program requires students to complete either a portfolio or an area of concentration. However, students may opt to complete both the portfolio and the concentration. The portfolio provides the mechanism for translating the documented learning experiences into Barry University credit.

The portfolio is comprised of four major components: a chronological resume, a learning assessment worksheet, an autobiographical work history and documentation.

Students must submit their near-completed portfolios to their directors/advisors in sufficient time to allow for revisions. Completed portfolios must be submitted to the Miami campus in accordance with published deadline dates in the Term schedules. Meeting these deadlines is the responsibility of the student.

All extensions of the due date must be requested through the student's director/advisor who will review them with the program director. Extensions will only be granted for exceptional circumstances, such as documented personal illness. No extensions will be granted to students who have not presented their portfolios for review in a timely manner.

The portfolio administrative fee is due upon submission of the portfolio.

Students must show college-level competence in one or more of the following categories in order to receive credit for professional work experience or community service: supervision, management, research, communication, interpersonal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first or second term of enrollment. It is advisable to have portfolios submitted within one year of seminar attendance. If more than one year elapses from attendance at the first seminar, students must attend a second seminar.

Students must meet all of the following criteria at the time of portfolio submission:

1. Students must have been fully accepted (see criteria for full acceptance in this bulletin/catalog).
2. Students must have completed English 329 with a grade of at least C or have demonstrated proficiency on the English exam.
3. Students must be in good academic standing (cumulative grade point average of 2.0 in all Barry University coursework).

- Students are able to document at least five years of full-time professional work experience and/or community service.

If students do not meet the above criteria, the portfolio may not be submitted.

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight to ten weeks after it is submitted. Upon evaluation, the student will be notified of the credits awarded.

One third to one half of the credits awarded through the portfolio will be upper level. Please refer to the ACE Student Bulletin and Portfolio Preparation handbook for assessment procedures and appeal provisions. ACE also grants credits for selected professional licenses. Please refer to the Assessment of Prior Learning Handbook for details.

Distribution Requirements	45 credits
Portfolio	Up to 30 credits
Electives	Variable
(Students select courses in any approved area.)	
Area of Concentration	At least 21 elective credits

Students may count a maximum of 30 total credit hours from all sources having Andreas School of Business prefixes (ACC, BUS, ECO, FIN, MGT, MIS and MKT) toward their degree requirements.

Students who choose to earn an area of concentration will select approved elective courses in the following areas:

- Health Services Administration
- Human Resource Administration
- Information Technology
- Personal Financial Planning
- Professional Administration
- Public Administration

University policies regarding an area of concentration are as follows:

- 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers.
- 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
- Only one Special Topic may be included in the 21 credit hours. The Special Topic must be directly related by name and course content to the area of concentration.
- The course title, prefix, and number will be the determinant for course work in an area of concentration, e.g., PUB 403 "Public Budgeting and Finance.
- Prerequisites must be honored.
- Only elective courses may be applied toward an area of concentration.

BACHELOR OF LIBERAL STUDIES (B.L.S.)

The Bachelor of Liberal Studies degree program is designed for students who choose to pursue a liberal arts program of study.

The degree is flexible in its design and thereby responds to diverse student interests and needs. Students pursuing the Bachelor of Liberal Studies degree must meet Barry University's distribution requirements and must select elective coursework in their chosen liberal arts field. The student may choose to aim for breadth of knowledge through an interdisciplinary liberal arts curriculum or to focus on an area of concentration.

Students may select an area of concentration in one of the following: Behavioral Sciences, Humanities, Legal Studies, Psychology, Social Sciences, or Social Welfare.

The program requires students to complete a portfolio or an area of concentration. However, students may opt to complete both portfolio and a concentration. The portfolio provides the mechanism for translating learning experiences acquired through documented professional experiences into Barry University credit.

The portfolio is comprised of four major components: a chronological resume, a learning assessment worksheet, an autobiographical work history, and documentation.

Students must submit their near-completed portfolios to their directors/advisors in sufficient time to allow for revisions. Completed portfolios must be submitted to the Miami campus in accordance with published deadline dates in the Term schedules. Meeting these deadlines is the responsibility of the student.

All extensions of the due date must be requested through the student's director/advisors who will review them with the program director. Extensions will only be granted for exceptional circumstances such as documented personal illness. No extensions will be granted to students who have not presented their portfolios for review in a timely manner.

The portfolio administrative fee is due upon submission of the portfolio.

Students must show college-level competence in one or more of the following categories in order to receive credit for professional work experience or community service: supervision, management, research, communication, inter-personal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first or second term of enrollment. It is advisable to have portfolios submitted within one year of seminar attendance. If more than one year elapses from attendance at the first seminar, students must attend a second seminar.

Students must meet all of the following criteria at the time of portfolio submission:

1. Students have been fully accepted (see criteria for full acceptance in this bulletin/catalog).
2. Students must have completed English 329 with a grade of at least C or have demonstrated proficiency on the English exam.
3. Students must be in good academic standing (cumulative grade point average of 2.0 in all Barry University coursework).
4. Students are able to document at least five years of full time professional work experience and/or community service.

If students do not meet the above criteria, the portfolio may not be submitted.

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight to ten weeks after it is submitted. Upon evaluation, the student will be notified of the credits awarded.

One-third to one-half of the credits awarded through the portfolio will be upper level. Please refer to the ACE Student Bulletin and the Portfolio Preparation Handbook for Assessment Procedures and Appeal Provisions. ACE also grants credits for selected professional licenses. Please refer to the Assessment of Prior Learning Handbook for details.

Distribution Requirements	45 credits
Portfolio	Up to 30 credits
Electives	Variable (Students select courses in any liberal arts area.)
Area of Concentration	At least 21 elective credits

Students who choose to earn an area of concentration will select elective courses in the following areas:

- Behavioral Sciences
- Humanities
- Legal Studies
- Psychology
- Social Sciences
- Social Welfare

University policies regarding an area of concentration are as follows:

1. An area of concentration consists of no less than 21 credit hours but no more than 30 of appropriate and approved course work (24 credit hours for a legal studies concentration).
2. 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers (18 of 24 credit hours must be taken through Barry University for a legal studies concentration).
3. 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
4. Only one Special Topic may be included in the 21 credit hours. The Special Topic must be directly

related by name and course content to the area of concentration.

5. The course title, prefix, and number will be the determinant for course work in an area of concentration.
6. Pre-requisites must be honored.
7. Only elective courses may be applied toward an area of concentration.

BACHELOR OF PUBLIC ADMINISTRATION (B.P.A.)

The Public Administration degree is of special interest to the working professional in public and not-for-profit organizations or those who wish to pursue a career in public management. The course work is designed to provide the student with an understanding and working application of the principles essential to the effective management of all public agencies. Practicing professionals should begin study with **PUB 402**, Values and Ethics in Public Administration. "Practicing professionals" are those students who have one year or more in a first line or higher supervisory position. Other students in public administration should begin with **PUB 301**, Introduction to Public Administration which, for such students, is required prior to the five required courses listed below. Students who wish to take public administration courses without the experience or PUB 301 prerequisite may only take 400 level courses with permission of the ACE director or program coordinator.

REQUIRED COURSES 18 credits

PUB 402	Values and Ethics in Public Administration
PUB 403	Public Budgeting and Finance
PUB 404	Concepts and Issues in Public Planning
PUB 406	Human Resources in the Public Sector
PUB 408	Public Administration and the Political Process
PUB 410	Methods and Techniques for Public Administration

RESTRICTED ELECTIVE 6 credits

PUB 301	Introduction to Public Administration
PUB 405	Administrative Law and Process
PUB 407	Productivity Improvements in the Public Sector
PUB 409	Contemporary Issues in Public Safety
ADM 301	Collective Bargaining
ADM 353	Leadership and Performance Development
ADM 412	Quality Leadership
ADM 303	Administrative Concepts and Practice
POS 302	State and Local Government

ADDITIONAL REQUIREMENTS 21 credits

Twenty-one additional credit hours shall be earned in public administration, management, business, emergency medical training, political science, criminal justice, fire science or classes approved by the program director in health service administration, social work, psychology, legal studies or sociology or portfolio credits attributable to any of the disciplines included in this paragraph. These twenty-one credits may be transferred from another institution and may be lower-level credits.

PUBLIC ADMINISTRATION POST-BACCALAUREATE CERTIFICATE PROGRAM

Students who hold an earned bachelor's degree (or higher) in any accredited degree program, may enroll in the University's Certificate in Public Administration Program. The Certificate may be earned by taking the five required courses in Public Administration totalling fifteen hours. Typically this Certificate is earned in one year or less depending on the students' intensity of study or the availability of courses.

Many practicing professionals in public administration find they have achieved a level of responsibility for supervising other employees without having the benefit of management training. The Certificate in Public Administration allows the working professional to gain that education without missing work, by taking the required courses at night in the ACE program. Others who wish to make a career change may find the Post-Baccalaureate Certificate to be the right amount of additional education to open doors to new job opportunities.

BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION DEGREE PROGRAM

Background

The Health Services Administration degree program and Post-Baccalaureate Certificate Program are designed to provide a broad view of today's health care system and to prepare graduates for entry and middle management positions in such areas as hospitals, medical or dental clinics, group medical practices, managed care organizations, long-term care facilities, insurance companies, home health agencies, and government agencies. The curriculum emphasizes skills for use in any health care setting.

Students having health care experience should begin study with either **HSA 319 Health Care Finance**, **HSA 339 Health Law** or **HSA 410 Management in Health Care**. This experience requirement consists of at least five years of experience, preferably with at least one year in a supervisory or management capacity. Otherwise, students should begin with **HSA 301 The Health Care System**, which is required prior to the six required course in Health Care Administration. Students who wish to enroll in HSA courses without the experience requirement or the HSA 301 prerequisite may take the 400 level course work only with permission of the academic coordinator. In addition, **HSA 475, Issues in Health Care** is designed to be the final, or capstone course in the Health Service Administration concentration.

REQUIRED COURSES 18 credits

HSA 319	Health Care Finance
HSA 339	Health Law
HSA 410	Management in Health Care
HSA 425	Public and Community Health
HSA 441	Health Care for the Elderly
HSA 475	Issues in Health Care

RESTRICTED ELECTIVES 12-15 credits

HSA 301	The Health Care System
HSA 459	Independent Study in Health Care
ADM 303	Administrative Concepts and Practice
MGT 352	Human Resource Management
MGT 409	Organizational Communication
MKT 306	Marketing Concepts and Applications
ADM 412	Quality Leadership
ADM 353	Leadership and Performance Development
PUB 404	Concepts and Issues in Public Planning
PUB 409	Contemporary Issues in Public Safety
PSY 423	Industrial Psychology

Total credits for the Health Service

Administration Major 30-33 credits
(33 credits if HSA 301 is required course)

Portfolio Requirement up to 30 credits

POST-BACCALAUREATE CERTIFICATE PROGRAM

Students who have earned a baccalaureate degree may enroll in the Post-Baccalaureate Certificate Program. The certificate will be awarded upon successful completion of **HSA 301** and the five of the required courses. For practicing professionals, HSA 301 may be waived with permission of the academic coordinator.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND POST-BACCALAUREATE CERTIFICATE IN INFORMATION TECHNOLOGY

The Bachelor of Science with a major in Information Technology offers students the opportunity to develop and apply technological expertise in solving workplace problems. The program is designed for adults employed in both the private and public sectors in settings which require the utilization of technology for information processing and decision-making. Business and industry, government, and education professionals will benefit from a strong academic program in Information Technology.

Students will choose a track in Information Systems or Network and Systems Engineer or Telecommunications and may choose electives in either field. A required portfolio will document college-level learning outside the classroom. Graduates of this program will offer the necessary skills and leadership in the application of technology to real workplace situations.

DISTRIBUTION REQUIREMENTS	45 credits
PROGRAM PREREQUISITES	6 credits
MAJOR	30 credits
PORTFOLIO (requirement)	UP TO 30 credits
ELECTIVES	Variable
MINIMUM TOTAL	
DEGREE REQUIREMENTS	120 credits
PREREQUISITE COURSES	6 credits
CS 180 Introduction to Computers	
MAT 108 Precalculus Mathematics	
MAJOR CORE COURSES	18 credits
IT 200 Foundation of Information Systems	
CS 231 Computer Science I	
CS 426 Databases	
IT 310 Telecommunication and Computer Networks	
IT 350 Advanced Topics in Internet	
IT 499 Integrated Capstone Project	

NETWORK AND SYSTEMS ENGINEER SPECIALIZATION

The Network and Systems Engineer specialization will provide much demanded network professionals who are qualified to effectively plan, implement, maintain and support information systems in a wide range of computing environments.

REQUIRED COURSES	12 credits
NSE 210 Network Administration	
NSE 310 Network Operating System I	
NSE 320 Network Operating System II	
NSE 410 Internet Working TCP/IP	

Students wishing to pursue industry certification as a network engineer will need to complete additional NSE elective courses.

INFORMATION SYSTEMS SPECIALIZATION

This sequence of courses focuses on the application of information systems concepts to the collection, retention, and dissemination of data, the planning and design of information systems, and the decision-making process. The program blends theory and practice into a learning experience that develops skills applicable to complex problems faced by modern organizations.

REQUIRED COURSES	12 credits
CS 232 Computer Science II	
CS 372 Software Engineering	
IT 400 Advanced Topics: Information Systems	
IT --- Elective	

TELECOMMUNICATIONS SPECIALIZATION

This sequence of courses builds skills in and understanding of the rapidly expanding voice, data, graphics, and video networks and systems. Technologies, including fiber optics, satellites, and digital techniques, coupled with the international deregulation of the telecommunication industry have contributed to revolutionary changes in the technological, competitive, and political environments of the field. The program blends theory and application into a learning experience that develops skills applicable to complex problems faced by modern organizations.

TELECOMMUNICATIONS SPECIALIZATION	12 credits
IT 351 Analog and Digital Communications	
IT 400 Advanced Topics in Information Systems	
IT 402 Advanced Topics in Signaling Systems	
IT 440 International Telecommunications	

POST-BACCALAUREATE CERTIFICATE IN INFORMATION TECHNOLOGY

Successful completion of the six major core courses is required for a post-baccalaureate certificate to be awarded. A grade of at least a C must be earned in each course.

LEGAL STUDIES CERTIFICATE AND DEGREE PROGRAMS

Background

The Legal Assistant programs at Barry University were first offered in 1978 to provide training in South Florida for the paralegal or legal assistant working under the supervision of a lawyer. Legal Assistants assume paralegal responsibilities as skilled members of a legal team in law firms, banks, savings and loan associations, and insurance and governmental agencies. Their responsibilities cover a diverse range from legal research to office administration.

In July 1992, the legal studies courses were converted from non-credit to a college credit basis. At that time a new degree program and credit certificate programs were also created. These credit courses are offered through the Barry University School of Adult and Continuing Education. The University offers the following programs: a Bachelor of Science degree with a major in Legal Studies; a 60-credit-hour Undergraduate Certificate Program and a Post-Baccalaureate Certificate Program. Course descriptions appear later in this chapter. (A Legal Studies concentration is also offered in connection with the Bachelor of Liberal Studies ("BLS") degree; see page 54 for details about the BLS degree program.)

BACHELOR OF SCIENCE IN LEGAL STUDIES

The Bachelor of Science in Legal Studies is designed to provide a broad background in fundamental legal studies to students who desire to become paralegals or legal assistants working under the supervision of a lawyer. Legal assistants assume paralegal responsibilities as skilled members of a legal team in law firms, financial institutions, insurance companies, governmental agencies, and related entities.

Students with no experience in the legal community should begin study with **PLA 301 Law and the Legal System**.

REQUIRED COURSES 15 credits

- PLA 301 Law and the Legal System
- PLA 310 Legal Research
- PLA 315 Legal Writing
- PLA 320 Civil Litigation
- PLA 430 Criminal Law Practice

RESTRICTED ELECTIVES 15 credits

Any combination of PLA courses at the 300 or 400 level to total 15 credits.

- PLA 343 Business Organizations
- PLA 350 Real Property Law
- PLA 405 Administrative Law and Process
- PLA 440 Contracts

- PLA 460 Probate Proceedings
- PLA 480 Bankruptcy
- PLA 483 Family Law
- PLA 300 Special Topics (e.g., Immigration Law)

While not required as part of the PLA major, the following General Distribution courses are recommended for students seeking a Bachelor of Science in Legal Studies degree: ENG 444-Business Research, Writing and Editing; PHI 120-Critical Thinking; PHI 308-Philosophy of Law; and SPE 402-Oral Communication.

The remaining 45 credits of electives can be satisfied by a combination of acceptable transfer credits, course work undertaken in residency and portfolio credits. The portfolio process, whereby academic credit is awarded for experiential learning, is a mandatory component of the Bachelor of Science in Legal Studies degree.

The Bachelor of Science in Legal Studies degree requirements are summarized below:

PLA course work	30 credits
General Distribution requirement	45 credits
Portfolio requirement	up to 30 credits
Minimum Total	120 credits

UNDERGRADUATE CERTIFICATE PROGRAM

The Undergraduate Certificate Program is a 60 credit hour program consisting of 8 substantive legal courses totaling 24 credit hours (described below) plus 30 credit hours of general distribution credits and six (6) credit hours of electives (with computer and wordprocessing skills being emphasized). A Certificate of Participation is awarded after completing the 10 substantive legal courses. A 60 credit hour Certificate of Completion is awarded upon successful completion of the 60 credit hour curriculum. A grade of C or higher in each Legal Studies course is required to receive either a Certificate of Participation or a 60 credit hour Certificate of Completion. The Undergraduate Certificate program is open to all Barry University students who choose to complete the applicable Legal Studies ("PLA") courses and elective requirements; a student merely needs to submit an executed certificate application form after review by the student's Academic Advisor.

POST-BACCALAUREATE CERTIFICATE PROGRAM

The University also offers a Post-Baccalaureate Certificate Program with admission limited to those students who possess an earned bachelor's degree (or higher) in any field prior to commencing Legal Studies at the University. The Post-Baccalaureate Certificate Program is a credit program that can generally be

completed in one year (or less) and consists of 8 substantive legal courses totaling 24 credit hours. A grade of C or higher in each course is required to receive a Post-Baccalaureate Certificate of Completion.

Recipients of either the Undergraduate or Post-Baccalaureate Certificates of Completion, the Bachelor of Science degree with Legal Studies major or the BLS degree with Legal Studies concentration are eligible to sit for the Certified Legal Assistant ("CLA") examination that is administered by the National Association of Legal Assistants, Inc. ("NALA").

The Legal Studies degree and certificate programs begin at the University's Miami Shores campus each academic term. Presently, Legal Studies courses are also offered—on a demand basis—at the University's South Dade, and North Palm Beach class sites. The 8 substantive legal courses can be completed over four 10-week terms. This schedule allows students to complete the substantive legal courses over a 12-month period without disrupting the students' full-time, day employment responsibilities.

The curriculum is designed to give the student a broad background in fundamental concepts of legal studies.

ACE degree-seeking students are encouraged to take PLA courses for elective or general distribution credit (PLA 310 and PLA 315 count as Written Communications general distribution credits while all other PLA courses count as Social Sciences general distribution credits). It is recommended, however, that PLA 301, Law and the Legal System, be taken concurrently or prior to any other PLA courses, unless the student has prior work experience in the legal field.

ADMISSIONS

Admission to the Legal Studies Undergraduate Certificate Program requires applicants to have earned a minimum of 18 undergraduate semester credits in general education subjects from a regionally accredited institution OR to have three years work experience in any field with a letter from the employer attesting to the applicant's qualifications, length of employment and work experience. A passing score on an English writing test, given prior to registration, may also be required. (A \$25 English Examination Fee will be charged if the student is required to sit for the examination.) Admission to the Post-Baccalaureate Certificate Program is limited to students who possess an earned bachelor's degree (or higher) at the time of application.

International students need to obtain clearance to register for classes from the International Student Center (located in Kelley House on the Miami Shores campus) prior to registration.

BACHELOR OF SCIENCE IN PROFESSIONAL ADMINISTRATION

The Bachelor of Science in Professional Administration is designed to prepare the student with the administrative and leadership skills needed in all organizations—private, public, or non-profit—in order to successfully fulfill their missions and achieve their goals. The curriculum focuses on the enhancement of individual performance, potential and value by blending theory and practice into a learning experience that develops knowledge and skills required by modern organizations.

The program of study provides students with a broad knowledge of contemporary organizational principles and practices, while allowing for individualized focuses in areas such as Informational Technology, Human Resources, Health Service Administration, Public Administration, Legal Studies, Personal Financial Planning, or General Administration.

DISTRIBUTION REQUIREMENTS 45 credits
PORTFOLIO REQUIREMENT Up to 30 credits

REQUIRED COURSES 15 credits

ADM 303 Administrative Theory and Practice
ADM 315 Diversity in the Workplace
ADM 320 Budgeting and Planning
ADM 353 Leadership and Performance Development
ADM 412 Quality Leadership

REQUIRED ELECTIVES 15 credits

(Students must select a minimum of two courses from a minimum of two of the following designated prefixes.)

ADM (300, 301, 462)
PPP (348, 410, 414)
PLA (343, 440)
PUB (301, 403, 406, 408)
HSA (301, 319, 339, 410)
IT (200, 310, 400)

(Bold type courses are prerequisites)

Note: Up to 12 credits of related courses may be accepted in transfer or taken at Barry University, with approval. These may be business courses with headings such as MKT, MGT, BUS, etc.

PERSONAL FINANCIAL PLANNING CONCENTRATION AND CERTIFICATE PROGRAMS (PFP)

The Personal Financial Planning Concentration and Certificate Programs are designed to provide a broad background in financial planning for those students who desire to become Certified Financial Planners (CFP). CFP and Certified Financial Planner are marks

used to identify financial planners who have met the education, examination, experience, and ethics standards established by the International Board of Standards and Practices for Certified Financial Planners Inc. (IBCFP).

Financial Planning is the process of determining whether and how an individual can meet his or her life goals through proper management of financial resources. Services provided include: plan for children's education; implement strategies to reduce income and estate taxes; explain provisions of their employee benefit packages to clients; assist in the investment of funds for retirement planning; develop a comprehensive plan to meet the clients' needs in insurance, stocks, taxes, accounting, and law.

The University also offers a Post-Baccalaureate Certificate Program with admission limited to those students who possess an earned bachelor's degree (or higher) from an institution accredited by one of the six regional accrediting bodies. The Post-Baccalaureate Certificate Program is a credit program which consists of the 18 credit hours in the Personal Financial Planning Concentration and (any ACE undergraduate student who satisfies the core requirements for the PFP will also be eligible to apply for a certificate of completion). Students must earn a grade of C or higher in each course to be eligible for a Certificate of Completion.

Graduates of the Financial Planning degree program and certificate program are eligible to sit for the national CFP examination that is administered by the IBCFP. In addition to completing the education and examination requirements, candidates for certification must also meet an experience requirement. The education/experience requirement establishes a baccalaureate degree and three years of financial planning experience as the "basic requirement"; gives credit for those with advanced financial planning related education by decreasing the number of years of experience required; and provides an alternative path for those with on-the-job training but without a baccalaureate degree.

REQUIRED COURSES

18 credits

PFP 348	Fundamentals of Financial Planning
PFP 350	Income Tax Planning
PFP 410	Insurance Planning
PFP 412	Investment Planning
PFP 414	Retirement Planning and Employee Benefits
PFP 416	Estate Planning

OFF CAMPUS LOCATIONS:

In addition to classes on the Barry University Main Campus, the School of Adult and Continuing Education has administrative and academic offices in each of the Florida locations listed below.

Dade County

Adult Education Building
11415 N.E. 2nd Avenue
Miami, FL 33161-6695
Telephone (305) 899-3300

Barry University

11300 N.E. 2nd Avenue
Miami, FL 33161-6695
Toll Free No. (800) 945-BARY

South Dade

8990 S.W. 97 Avenue
Miami, FL 33156
Telephone: (305) 275-2761

Broward County

Atrium Executive Center, Suite 4-S
4801 S. University Drive
Davie, FL 33328-3821
Telephone: (954) 434-8858
1855 W. Commercial Blvd., Suite 170
Ft. Lauderdale, FL 33309-3066
Telephone: (954) 493-8892

South Palm Beach County

701 N. Congress Ave., Ste. 12
Boynton Beach, FL 33425
Telephone: (561) 364-8220

North Palm Beach County

9123 North Military Trail, #206
Palm Beach Gardens, FL 33410-4808
Telephone: (561) 622-9300

Treasure Coast

337 S.E. Port St. Lucie Blvd.
Port St. Lucie, FL 34984
Telephone: (561) 871-8000; (800) 947-BARY
FAX (813) 278-3346

Collier/Lee Counties

4755 Summerlin Rd., Unit 2
Fort Myers, FL 33919-1073
Telephone: (941) 278-3041(800) 388-2279

Brevard County

135 E. Merritt Avenue
Merritt Island, FL 32953-3410
Telephone: (407) 453-6253

Orlando Area

Florida Mall Business Center
1650 Sand Lake Road, #111
Orlando, FL 32809-9108
Telephone: (407) 438-4150

East Orlando Area

East Orlando Center
7021 University Blvd.
Winter Park, FL 32792
Telephone: (407) 673-8400

Tallahassee

Woodcrest Plaza, Bldg. D, Room 107
325 John Knox Road
Tallahassee, FL 32303
Telephone: (888) 835-2860

SERVICEMEMBER'S OPPORTUNITY COLLEGE (SOC)

The Barry University School of Adult and Continuing Education has been identified by the American Association of Community and Junior Colleges as a Servicemember's Opportunity College (SOC) providing educational assistance to active duty servicemen. A SOC institution offers the following benefits for servicemembers:

1. Use of admissions procedures which insure access to higher education for academically qualified military personnel;
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemember's program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the servicemember's program of study;
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the servicemember's program and are consistent with the college's curriculum;
5. Flexibility to servicemembers in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balances;
6. Designation of personnel with appropriate academic qualifications and experience to administer and supervise SOC-related activities and to develop policies and procedures appropriate to the scope of their voluntary-education programs;
7. Educational services for veterans.

NONCREDIT CONTINUING EDUCATION PROGRAMS

Through a variety of noncredit programs and services, the School of Adult and Continuing Education seeks to efficiently respond to the diverse non-degree educational interests and lifelong learning needs of individuals of all ages. These programs and services provide opportunities for acquiring or updating knowledge and skills for purposes of professional development and/or personal enrichment. They provide the School with an avenue for piloting innovative ventures, establishing new community-based partnerships and positioning itself on the leading edge of current issues.

Among the programs and services offered are open subscription seminars, workshops and certificate programs; customized in-house training and consultation for businesses and nonprofit organizations; and personal enrichment classes. Whether one's interest is in

obtaining CE credits required to maintain current status in a particular occupation, learning new skills needed for a present position, retraining for a new position or filling leisure time in meaningful ways, the School has programs that will be responsive. Continuing education programs place heavy emphasis on quality, practicality, accessibility, affordability, timeliness, relevance, and service. Most programs are open to interested students, faculty, alumni, and the general public. All offerings contribute to the self-fulfillment and intellectual stimulation that are the rewards of life-long learning pursuits.

Some programs carry continuing education units (CEU). The CEU is a nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree and cannot be automatically converted to degree status, but do meet established administrative criteria. The CEU is defined as "ten contact hours of participation in all organized continuing education experiences under responsible sponsorship, capable direction, and qualified instruction." Programs of less than ten contact hours in length can carry a percentage of a CEU.

Individuals now enrolled or who will enroll in the Bachelor of Professional Studies or Liberal Studies Degree programs at Barry University may include records of CE professional development training in their portfolio of learning from work experience. If you would like to receive mailings regarding the non-credit programs offered at Barry or if you or your employer would like to discuss customized training opportunities, call (305) 899-3320.

Course Descriptions—

Administration Prefix: ADM

301 Collective Bargaining

Detailed examination of the collective bargaining system with attention given to negotiation and the administration of agreements. Special consideration will be given to the impact mergers, joint ventures, government regulatory agencies, the legal environment surrounding the negotiated process, and other topics.

303 Administrative Concepts and Practice

An examination of the general field of administration with emphasis given to organizational theories. Topics include the conceptual foundations of modern management and administration; ethics; quality; productivity and leadership issues.

315 Diversity in the Workplace

This course examines the effect diversity has in the workplace and focuses on issues related to racial, ethnic, religious, linguistic, physical, gender, and age differences, among others.

320 Budgeting and Planning

Emphasis on planning, control, and financial decision making for the manager. Topics include: budgeting; revenue planning; overhead and expense planning; variance analysis; analysis of investment decisions; and cash flow planning. Prerequisite: ACC 201 and MAT 107 recommended.

353 Leadership and Performance Development

Analysis and interpretation of leadership skills and abilities. Self-analysis will be used to develop a relationship between current work environments and managerial theory.

412 Quality Leadership

Focuses on the design and implementation of quality initiatives in organizations and the leadership theory and practice which most effectively support efforts for quality improvement.

462 Public Relations

Study of various public relations media. Emphasis on cases and readings from professional journals. The historical and psychological aspects of public relations in context with and in relationship to various public media.

Anthropology Prefix: ANT**308 Perspectives in Anthropology (formerly ANT 306)**

Analysis of the different fields of cultural anthropology which are integrated to create a holistic perspective of human behavior. Special emphasis is devoted to economics, religion, culture and personality.

Art Prefix: ART**317 Photography, The Camera**

A photography course for those with little or no experience answering questions about adjustable camera operation. Usage of films, shutter speed, aperture, lenses, and filters will be explored through lecture, discussion, homework, and field classes. (NO DARK-ROOM WORK). Student must have an adjustable 35mm camera.

322 20th Century American Art

The evolution of American art within the context of important social, historical, and intellectual events. Stylistic developments and artistic movements developed since 1910 in painting, sculpture, and architecture.

350 Studio Design and Drawing

The process of visually analyzing a painting or a drawing. Students will integrate the process of "learning how to see," with an understanding of the elements of design and drawing accomplished by the completion of various art exercises.

400 Ancient Greek Art

Detailed analysis and examination of Greek Art from 2000 B.C. to the end of the Hellenistic Period. Sculpture, vase painting, and architecture will be compared and contrasted with art through the ages by connecting them with Greek philosophy, mythology, and history and their aesthetic concepts.

Biology Prefix: BIO**302 Human Biology**

A course designed for the non-science major with an interest in the structure and function of the human body. Course will explore the relationship between the form of the body and how this form relates to function. A "who you are and how you work" course with flexibility to allow the students' interests to shape the emphasis.

306 Introduction to Oceanography

Brief coverage of the physical, chemical, biological, and geological aspects of ocean science to emphasize the marine biological adaptations which result.

311 Focus on Nutrition/Wellness

Exploration of the basic concepts of nutritional science, guidelines for making food choices, and some techniques for meeting the challenge of the information explosion.

315 Principles of Tropical Plant Management

Landscaping and appraisal of plants; structure; function and environment of plant form; focus on Florida indoor and outdoor plants; insecticides; and landscaping design.

English Prefix: ENG**212 Processes and Strategies for Writing**

Students focus on the process of writing, and produce numerous pieces of work, including short essays. Faculty guidance on aspects of mechanics, grammar, syntax, and usage will be given as needed within the context of students' writing to reduce students' anxiety about writing and to increase their awareness of what good writing is. Placement is by the School's assessment instrument. A minimum course grade of C is required.

318 Modern American Playwrights

Focus on important American Playwrights from the 1940's to the present day. Emphasis will be on major styles and themes, and how their plays reflect the changes in American Society. Selections will be taken from the works of Tennessee Williams, Arthur Miller, William Inge, Lorraine Hansberry, Edward Albee, David Mamet, and David Rabe.

329 English Composition and Syntax

Opportunity to develop facility with English syntax and to write more effectively by studying and practicing expository discourse. (Mandatory)

Environmental Science Prefix: EVS**301 Consumer Applied Science**

An explanation of the basic concepts of inorganic/organic chemistry as they can be applied to understanding the various claims of many commercial products in the market place. Guidelines will be developed to assist the student in knowing how to make better consumer choices.

306 Environment I

A conceptual approach to understanding the interrelatedness of natural processes at work in the environment. Application to local issues as well as broader problems and prospects will be made.

307 Environment II

A conceptual approach to understanding the interrelatedness of natural processes at work in the environment. Application to local issues as well as broader problems and prospects will be made.

400 Geology

Minerals, rock classification, history of life, the concept of geologic times, the surface of the earth, the earth's interior, geophysical aspects of the earth, and the theory of plate tectonics and sea-floor spreading.

409 Ocean World

A study and analysis of the ocean which considers the geological, chemical, physical, and biological interrelationships in a healthy, productive marine habitat. The course emphasizes the mutual effects of human activities and the ocean environment.

415 Weather and Climate of Florida

An analysis of Florida's weather and climate including thunderstorms, tornadoes, hurricanes and cold and warm fronts. Considered Florida's most valuable physical resources, weather and climate demand our attention and understanding of the dynamic nature of the atmosphere.

Geography Prefix: GEO**402 Mysteries of the Earth**

Critical analysis of the great mysteries that have captured the popular imagination by a thorough examination of facts and hypotheses that surround such mysteries as the Legend of Atlantis, the Ruins of Stonehenge, UFO's, Easter Island statues, the Bermuda Triangle, and the Egyptian Pyramids.

Health Service Administration: HSA**301 The Health Care System**

An overview of the United States health system examining the facilities and organizations which make up the system, as well as a survey of the economic, social and political aspects of the health care system.

319 Health Care Finance

The concepts of financial management for health care institutions relating to acquisition, planning, budgeting, and control of funds to meet organizational objectives.

339 Health Law

Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system, health related legislation, regulatory issues affecting health care facilities, and medical malpractice.

410 Management in Health Care

Application of management theory, concepts and principles as they relate to health care organizations. Case studies are utilized to analyze the practical application of management concepts and principles.

425 Public and Community Health

Study of the impact on the health status of individuals as a result of public health practices and services, including topics in epidemiology and preventive measures.

441 Health Care for the Elderly

An overview of the physical, social, and health care needs of the older adult, including long-term care nursing services and alternatives in use today.

459 Independent Study in Health Administration

This course is primarily designed for the student to take part in an in-depth research or an action-oriented project under the supervision of the faculty advisor. Preparation and approval of the content must be made one semester in advance.

475 Issues in Health Care

An examination of current issues facing the health care industry including delivery of care, access to care, costs, and quality of services as well as national and state health policy. Designed to be the final, or "capstone," course.

History Prefix: HIS**301 Heroes and Happenings in History**

Students will observe the impacts of great personalities on mankind while determining the causes and results of great events, selected from the earliest civilizations to contemporary times.

306 Twentieth Century America (20th. Century America)

A study of the issues and concepts that have shaped American Society since 1900. Political, economic and social trends will be examined.

418 Social History of the Middle Ages

An investigation of medieval society from the perspectives of nobility, peasantry, city-dwellers, and clergy in an effort to reconstruct the lifestyles and mentalities of the Middle Ages.

443 History of the United States in the 20th Century I

Topical-chronological treatment of the constitutional, economic and social history of the United States in the twentieth century; first semester terminates with the New Deal.

444 History of the United States in the 20th Century II

Topical-chronological treatment of the constitutional, economic and social history of the United States in the twentieth century; second semester treats the events from 1940 to the present.

Humanities Prefix: HUM**303 Modern Currents in the Humanities (formerly HUM 301)**

Interdisciplinary approach to the fine arts, electronic arts, film, dance, drama, music, philosophy, and literature of the modern and contemporary eras; selected cultural activities made available to the students to aid in correlating theory and experience.

305 Women in Antiquity

This course serves as an introduction to the women's role and status in the Mediterranean Civilizations. A brief account of women in Paleolithic and Neolithic periods will be given, as well as those of Ancient Egypt. Emphasis is placed on the study of gender in Greece and the Aegean from the Early Bronze Age to the end of the Classical Period (4th Century, B.C.)

403 Literature and Film

Exploration of the translation of literary classics from print to film medium. Consideration given to editing, directorial interpretation, camera work, music, set design, and visual symbols. (Same as ENG 403)

Information Technology Prefix: IT**200 Foundation of Information Systems**

This course is intended to provide students with an understanding of computer-based information systems in organizations. The application of information systems concepts to the collection, retention, and dissemination of information in planning, development and

decision making is examined. Emphasis is placed on the dynamic interaction of people, technology and organizations within the information systems context. Problem solving skills and critical thinking within the information systems environment will be presented. The course focuses on theoretical and practical issues in information technology while providing the basis for continued study of information systems.

310 Telecommunication and Computer Networks

The role of telecommunications and computer networks in information systems will be examined from the technical fundamentals and organizational perspective. Strategies, tools, and techniques for network planning, implementation, management, maintenance and security are emphasized. Topics include ISDN, TPC-IP and OSI Models, transmission media, network operating systems, protocols, configurations and performance issues. Trends in standardization, internetworking, LANs, WANs, and MANs are evaluated.

320 Security

Provides a foundation for understanding computer and communications security issues. The course will also provide a framework for creating and implementing a viable computer security program. Topics include hardware, software, and network security; the regulatory environment, personnel considerations; cryptography; protective controls against potential threats from hackers, insiders, viruses, and techniques for responding to breaches of security.

350 Advanced Topics in Telecommunications

This course is designed to provide an in-depth understanding how to use the internet and intranets effectively. An examination of the potential impact of the internet and intranets and their potential value to the organization will be provided. How to plan analyze, and implement these telecommunication technologies will be a central focus of this course. Pre-requisite: IT 310

351 Analog and Digital Communication

The design and operational principles for voice and analog telephone networks are presented. Essential elements of speech, video, and images are examined as electrical signals. Digital communication topics include transmission, signaling, switching, and analog to digital conversion. An overview of current national and local networks is included with a comparison of their relative merits for various types of traffic loads and business requirements. Pre-requisite: IT 350

400 Advanced Topics in Information Systems

The application of information systems concepts to the strategic and integration challenges facing organizations will be examined. The role of information sys-

tems in planning and decision making are emphasized. Issues such as personnel selection, budgeting, policy development, and organizational alignment are discussed. The course focuses on practical issues of information technology necessary for effective resource management. Five themes are discussed in detail, trends in information systems, strategic role of information systems, gaining a technology edge, managing technology, and managing change.

402 Advanced Topics in Signaling Systems

This course analyzes the technology and impact of modern, high speed digital telecommunication networks and their associated signaling protocols. This will include synchronous Digital Data Transmission systems, Integrated Services Digital Network (ISDN), Synchronous Optical Network (SONET), and Asynchronous Transfer Mode (ATM) telecommunication network systems. Pre-requisites: IT 351.

403 Customer Service Information Systems

This course analyzes the service reporting aspects of customer service information systems. This includes measuring, monitoring, and reporting systems as related to a customer service bureau. In addition, the statistical and measurement aspects of the customer service function will be presented. The course addresses the need to establish a precise service and product baseline, as well as statistical and measurement aspects. Pre-requisites: IT 310

440 International Telecommunications

The international issues associated with the flow of information, both politically and technically, are presented. The focus is on understanding the obstacles and opportunities of the rapidly changing international telecommunications environment. Pre-requisite: IT 350

450 Advanced Information Systems Technology

The application of information systems concepts to the collection, retention, and dissemination of information systems planning and decision making. Issues such as personnel selection, budgeting, policy development, and organizational alignment are discussed. Conceptual foundations and planning and development of information systems. Information technology strategy and administration are presented. Discusses the role of information technology in corporate strategy along with key issues in managing information technology (IT). The course focuses on practical issues of information technology necessary for resource administration and the role of MIS. Pre-requisite: IT 360

495 Communication Law and Ethics

The legal and ethical environments that involve information transfer and telecommunications comprise the scope of this course. It examines the role of the FCC and other U.S. and state regulatory agencies involved in the industry.

499 Integrated Capstone Project

This is a course where students integrate and synthesize the learning experience acquired in the IT program. The project should represent a current topic relative to this area of concentration. The project will require a project management approach, and may be applied or research oriented.

Legal Studies Prefix: PLA

301 Law and the Legal System

Survey of the American legal system and common law tradition, structure of the federal and state court system (emphasis on the Florida court system), the role of the legal assistant in the practice of law, and the code of ethics for legal assistants and attorneys.

310 Legal Research

Instruction on finding, reading and updating law. Research strategies and proper citation form.

315 Legal Writing

Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisite: PLA 310.

320 Civil Litigation

Civil litigation process emphasizing personal injury law (torts), rules of procedure, filing complaints, pre-trial discovery, trial preparation, trial procedures, client and witness interviews.

343 Business Organizations

Formation of corporations, Florida corporate law, preparation of corporate documents. Legal aspects of sole proprietorships, partnerships, and limited partnerships. Shareholder relations and overview of securities regulations.

350 Real Estate Law

Basic real estate transactions, mortgages, deeds, leases, recording statutes, title insurance, and title searches. Preparation of closing documents and foreclosure procedures.

405 Administrative Law and Process

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (same as PUB 405)

430 Criminal Law

Definition of a crime, liability, defenses, justification, conspiracy, larceny, robbery, burglary, assault, homicide, sex offenses, arson, drugs, search, confession, "Miranda warnings," sentencing. Criminal procedure is also emphasized.

440 Contracts

Study of contract law. Contract formation, enforceability and remedies. Survey of significant Uniform Com-

mercial Code and Florida statues affecting contract formation and enforcement. Exposure to various types of commonly used contracts and drafting principles.

460 Probate Proceedings

Mechanics of probate law, probate court proceedings, estate administration, federal estate and gift taxation and trusts. Emphasis on forms and procedures relating to these areas.

480 Bankruptcy

Overview of debtor-creditor law. Topic areas include consensual and statutory liens, security interest, U.C.C. Article 9, the Bankruptcy Code, attachment, garnishment, replevin, and post-judgment collection. Practical instruction on judgment, asset, and U.C.C. searches.

483 Family Law

A study of the substantive and procedural law of family relations (emphasis on Florida law), including: legal ethics; dissolution of marriage; alimony; child support; property distribution; paternity; adoption; and modern trends.

Music Prefix: MUS

301 Music Appreciation

Introductory course designed to develop perceptual listening skills and to acquaint the student with the evolution of masterworks.

321 History of Jazz

Explanation of different periods of jazz and discussion of famous jazz musicians of each period — ragtime to contemporary.

332 History of Rock Music

An overview of the derivation and evolution of rock music, with emphasis on styles and performers, utilizing a multi-media presentation.

Network Systems Engineer Prefix: NSE

210 Network Administration

This course covers a general foundation in current networking technology for local area networks (LAN's), wide area networks (WAN's), and the Internet. Students are also provided with the knowledge and skills necessary to perform post-installation and day-to-day administration tasks in a single-domain or multiple-domain network.

310 Network Operating System I

This course provides the foundation for supporting a network operating system. Students will be provided with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot using Microsoft Windows NT or Novell. Prerequisite: NSE 210.

320 Network Operating System II

This course provides for supporting a server-based enterprise environment. Students will be able to design, implement, and support a network operating system in a multi-domain environment using Microsoft Windows NT or Novell. Prerequisite: NSE 310.

410 Internetworking TCP/IP

This course provides students with the knowledge and skills required to set-up, configure, use, and support Transmission Control Protocol/Internet Protocol (TCP/IP) on a Microsoft Windows NT operating system. Prerequisite: NSE 320.

Personal Financial Planning Prefix: PFP

348 Fundamentals of Financial Planning

A guide to personal finance for achieving financial objectives and making effective financial decisions. Topics include budgets, major purchases, use of credit and bank loans, insurance, real estate and investment in securities, taxes, estate planning, the economic environment and time value of money concepts. Emphasis is placed on constructing financial statements and analyzing the current financial situation.

350 Income Tax Planning

Emphasizes the fundamentals of individual income taxation, the tax implications of various forms of business, planning for the acquisition and disposition of property, tax-advantaged investments, and tax planning for the family. Technical topics include employee compensation issues and planning, special tax computations, and tax traps. Concepts are integrated through case analysis and recommendations.

410 Insurance Planning

A survey of the nature and significance of risk and the basic ideas, problems, and principles found in modern insurance and other methods of handling risk. Analysis of life insurance needs and methods of determining the type and amount of insurance will be covered. Other topics include property and liability insurance, including homeowners, personal auto, umbrella policies, medical and disability insurance, long-term care policies, social insurance, and the business uses of insurance.

412 Investment Planning

This course addresses a wide variety of investment vehicles that can be included in a personal investment portfolio, including stocks, bonds, mutual funds, insurance-based investments, futures, options, foreign investments, real estate, and tangible assets. Also considered are tax considerations of investments, economic factors, risk and return analysis, valuation methods, asset allocation techniques, and portfolio per-

formance evaluation methods. Concepts and techniques are integrated in portfolio construction and management process.

414 Retirement Planning and Employee Benefits

The course emphasizes personal tax-deferred retirement programs and the framework for calculating annual savings needed to reach income goals. A focus is placed on qualified retirement plan design, with emphasis on the advantages and disadvantages of specific types of qualified plans for the owners of small-to medium-sized businesses, including a flow chart of the retirement plan development and maintenance process with funding considerations. Other topics include Social Security and Medicare; group life, health, and disability insurance; and nonqualified deferred compensation. The case-study approach requires the selection of an appropriate retirement plan for a small business owner and the analysis of the tax implications of employee benefits.

416 Estate Planning

The fundamentals of federal estate and gift taxation are emphasized, as well as specific exclusion and valuation techniques that reduce the size of the gross estate. The course highlights the characteristics of wills, intestacy, and the probate process. The use of trusts, property ownership forms, and will substitutes also are introduced. Specific assignments address life insurance, lifetime gifting, and coordination of the unified credit with the marital deduction as a part of estate planning, as well as charitable, intrafamily, and business transfers, and postmortem planning techniques that play an important part in estate planning. Case analysis requires the selection of appropriate estate planning techniques based on constraints and objectives. Prerequisite PFP 350.

Philosophy Prefix: PHI

301 Contemporary Moral Issues

Examination of current ethical issues such as discrimination, sexual conduct, pornography and censorship, abortion and euthanasia, women's rights, and capital punishment.

Political Science Prefix: POS

301 American National Government

National government, its structure and function. A focus on public administration and legislative processes.

Psychology Prefix: PSY

301 Psychology of Drug & Alcohol Abuse

general orientation to psychopharmacology; the relationship between behavior and the actions and effects of drugs; terminology of drugs and drug use; prevention and treatment programs; psycho-legal aspects.

329 Understanding & Coping with Stress

Exploration of the roles of stress and illness; immunology and endocrinology with help in evaluating one's own level of stress. Effective techniques for alleviating stress and features of the development of the holistic health movement are described. Meditation, autogenic training, bio-feedback, nutrition and exercise to prevent disease are highlighted.

331 Counseling Techniques for Managers (Formerly PSY 303)

The course will provide an overview of techniques drawn from management theory, psychology, and sociology that will be helpful in counseling employees.

410 Group Dynamics and Decision-Making

An exploration of group intimacy, solidarity of groups, group problem-solving, the individual within the group, leadership development (who is involved and how leaders are chosen), and splinter group formations.

416 Dynamics of Adult Living (Formerly PSY 414)

This course will explore the conditions necessary for growth and development. It will cover the "Passages" of life; sexuality; intimacy; life styles; and aging.

Public Administration Prefix: PUB

301 Introduction to Public Administration

An overview of governmental processes in the United States. The structure of federal, state and local governments will be taught with an emphasis on the public administration processes, issues and policy formulation required at each level. The development of modern public administration will be reviewed and new directions in public management practice will be highlighted.

402 Values and Ethics in Public Administration

This course is designed to outline the current public management environment and to create an awareness and sensitivity to the value and ethical issues inherent in public administration decisions. The Judeo-Christian moral basis for the values and ethical practices in governments today will be taught together with the legal requirements for complying with legislated ethical standards.

403 Public Budgeting and Finance

This course is designed to provide the student with an understanding of the very special nature of the revenue sources (taxes) and the expenditure of tax dollars through the budgeting (political) process.

404 Concepts and Issues in Public Planning

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

405 Administrative Law and Process

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (same as PLA 405)

406 Human Resources in the Public Sector

This course will be an overview of public personnel practices including the history and changing role of civil service systems, merit retention systems, labor relations and collective bargaining.

Supervisory practices for public administrators will be taught in the context of the several personnel systems.

407 Productivity Improvement in the Public Sector

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

408 Public Administration and the Political Process

The classic confrontation between "politics" and "professional management" will be examined in this course. The historical context of the "Good Government Movement" of the Nineteenth Century; the rise of the professions in public management; the issues of responsiveness and patronage will be taught and applications made to current state and local government management practice.

409 Contemporary Issues in Public Safety

Issues of public safety which are addressed by state and local government will be studied in this course. The traditional roles of public safety will be studied, e.g., fire prevention and suppression, emergency medical practice and emergency transportation, police protection, patrol, community policing. Issues such as contracting with other organizations, creation of public safety departments and collective bargaining in public safety are examples of those which will be addressed.

410 Methods and Techniques for Public Administration

This course is designed to teach research methodologies including research design, hypothesis formulation, descriptive statistics, analytical statistics, sampling and survey techniques, consensus-building techniques and public participation approaches as applied in public administration settings.

Sociology Prefix: SOC**301 American Family**

Study of the history, present agonies, and future of the American Family as an institution.

305 Issues in Culture

Topical course to determine the role that culture has played in developing and influencing man's behavior. Our perceptions of economics, religion, family life, employment, aging, law, and numerous other aspects of culture will be studied and discussed.

415 Women in Contemporary Society

Historical development of women as a basis for their distinctive position in society today. Emphasis is placed on their lateral/horizontal progress in the realms of the economy, society, and cultural development. Gender definition and dynamics of the patriarchal system are examined.

417 Sociology of Death and Dying

A course that focuses on death as an event in salvific history, based upon cross-cultural analysis of the nexus between the meaning of life and death's place within it.

Social Welfare Prefix: SW**336 Social Welfare as a Social Institution**

Beginning course in the social welfare sequence, introducing the student to the field of social welfare from historical, political, program, policy, and service points of view; initial identification with the field of social welfare, and knowledge of contribution of social welfare professions. Prerequisite to all other social welfare courses.

401 Social Welfare Policies and Services I

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality, and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families and groups. Additionally, there is content on policy formulation

and models for policy analysis which provides the student with the tools to assess local, state and national policies affecting agencies, clients and practitioners.

470 Human Behavior and Social Environment I

Focus is on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape development.

Speech Prefix: SPE

303 Voice & Articulation

A course designed to help each student speak more expressively with greater vocal variety and clarity. Each student will receive a complete voice and diction analysis and will work both individually and in groups to achieve effective voice production and correct individual speech problems.

305 Theories of Communication

Overview of theory of communication. Emphasis on organizational communication, small groups and public communication in organizations.

402 Oral Communication

Practical study designed to develop effective listening, speaking and confrontation skills, use and interpretation of body language.

403 Oral Interpretation

Oral interpretation focuses on one of the loveliest of musical instruments, the human voice, and on the body of literature to which the voice can give meaning. Course activities will include study and analysis of various types of literature and the demands that each makes of a reader: shaping and tuning exercises for the vocal instrument; practice in oral reading; and development of criteria for evaluation.

Theatre Prefix: TH

304 Creative Dramatics

A course to develop confidence, creativity, spontaneity, and other communication skills. It will include practice in improvisation, role playing, and character development for personal growth and enjoyment, as well as some study of drama for cultural enrichment. Descriptions for other courses offered through the School of Adult and Continuing Education will be found under the designated School.

SCHOOL OF ARTS AND SCIENCES

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

Linda M. Peterson, Ph.D., Associate Dean

Jesus Mendez, Ph.D., Assistant Dean

Carol Clothier, M.S., Assistant Dean

The School of Arts and Sciences is distinctive through its concern for values-oriented programs, its promotion of the traditional liberal arts, and its response to varied careers, interests, and needs. Through its academic programs and co-curricular activities, the School provides enriching aesthetic, cultural, and intellectual dimensions to the University with a wide variety of majors and programs. These include traditional as well as career-oriented courses, creative activities, and an honors program.

The School includes ten departments:

- Communication
- English and Foreign Languages
- Fine Arts
- History and Political Science
- Interdisciplinary Studies
- Mathematics and Computer Science
- Physical Sciences
- Psychology
- Sociology and Criminology
- Theology and Philosophy

The School offers 27 undergraduate majors as well as additional courses in ten support areas. In addition to this diversity of disciplines, the School also encourages a variety of approaches and methodologies: modules, team-teaching, interdisciplinary courses, independent study and research, lab and studio work, internships, recitals, exhibitions, film and text courses.

Nontraditional students who wish to enter Arts and Sciences programs must satisfy the following:

- Placement testing will have to be completed unless the student has CLAST
- No portfolio credits will be accepted

- A maximum of 9 credit hours in nontraditional courses (real estate, paralegal, military police, firefighting, etc.) will be accepted as general electives only.

Teacher education programs are offered in English, Mathematics, and Social Sciences. English and Mathematics majors who intend to pursue teaching certification in any one of these areas must complete the following courses as part of distribution requirements: MAT 152 and PSY 281. As professional education co-requisites, students must complete PSY 318 or 382 and EDU 151 and 417. History and Political Science majors must earn the Social Science minor which requires the addition of SOC 300, Schools and Society, and EDU 463 in lieu of EDU 151. Prerequisites for student-teaching (499): a minimum score of 960 on the SAT I or 20 on the enhanced ACT; a cumulative GPA of 3.00 in the major discipline and of 2.50 in distribution requirements; completion with C or above of all corequisites and of the methods course in the subject area (476); and a satisfactory score on CLAST. To receive the degree, students must obtain a satisfactory score on the general and subject area FTCE.

SCHOOL OF ARTS AND SCIENCES STUDENT COMPETENCIES

All students graduating from the School of Arts and Sciences are expected to have achieved the following competencies:

- 1) Write, read, listen to and speak English clearly and effectively in order to acquire knowledge, convey and discuss ideas, research and evaluate information, and think critically.

- 2) Think analytically and reason logically in order to select and create solutions to problems.
 - 3) Acquire an enhance the understanding, speaking, reading and writing of a second language and the knowledge of its culture in order to widen access to a pluralistic world.
 - 4) explore cultural traditions in order to gain a perspective on personal values and the similarities and differences among individuals and groups.
 - 5) understand mathematical concepts in order to enhance analytical thinking and quantitative comprehension of human and physical realities.
 - 6) Comprehend and use concepts from the behavioral and social sciences in order to broaden knowledge of self and others, of one's relationships with other people, and of the relationship between individuals and society.
 - 7) Understand and use scientific, environmental, and technological concepts and assess their interrelationships with and their impact on human activity in order to make decisions that respond to the values and interests of the individual and society.
 - 8) Understand historical, geographical, political, and economic perspectives and the relationships among them in order to address societal concerns.
 - 9) Explore and understand concepts pertaining to the human experience of God with emphasis on the Judeo-Christian tradition in order to gain a perspective of the spiritual and transcendent dimension of human life and culture.
 - 10) Understand the role of the fine arts in order to stimulate individual creativity, develop a sense of aesthetics, and engender artistic awareness.
 - 11) Understand essential concepts and values in the human search for meaning in order to develop a reasonable and comprehensive world and life view and to make ethical judgements and commitments.
- To attain these competencies, all students majoring in the School of Arts and Sciences will complete the following liberal arts courses:

First-Year Seminar (FSM 199)	03
ENG 111-112	06
SPE 101 or COM 104	03
Foreign Language	03*
MAT (107 or higher) & CS (131 or higher)	03
Science (with Lab)	04
Fine Arts/Humanities	
Art - applied or studio	01-03
Art - appreciation or history	03
Humanities - (HUM or literature)	03
History 101-102	06
Sociology 201 or 204	03
Psychology 281	03

Political Science 201	03
Philosophy 154 or 316; and 155 or 318	06
Theology	06**
	59-61

* Students must earn at least 3 credits of a foreign language based upon initial placement. Computer languages and sign language do not satisfy this requirement. Native speakers will receive AP credit for literature courses only. Native speakers will not receive CLEP credit.

** First course in Theology: 103, 108, 109, 110, 120, 191, 207, 214, 220, 303, 309, 311, 333, 334, 353, 360. Second course from the same list or any course in the Theology.

Students will also complete a Senior Seminar/ Capstone course under the major prefix.

Undergraduate Majors	Department
Advertising	Communication
Art	Fine Arts
Painting and Drawing	
Ceramics	
Broadcast Communication	Communication
Chemistry	Physical Sciences
(Environmental)	
(Pre-Dental)	
(Pre-Medical)	
(Pre-Pharmacy)	
Communication Studies	Communication
Computer Science	Mathematics and Computer Science
Criminology	Sociology and Criminology
Engineering (Dual Degree)	Mathematics and Computer Science
English	English and Foreign Languages
Literature	
Professional Writing	
Secondary Education	
French	English and Foreign Languages
History	History and Political Science
Social Science	
Secondary Education	
General Studies	Interdisciplinary Studies
International Relations	Interdisciplinary Studies
Liberal Studies	Interdisciplinary Studies
Mathematical Sciences	Mathematics and Computer Science
Secondary Education	
Music	Fine Arts
Philosophy	Theology and Philosophy

Photography	Fine Arts
Biomedical/Forensic	
Computer Imaging	
Creative	
Photo/Communication	
Political Science	History and Political
Social Science	Science
Secondary Education	
Pre-Engineering	Mathematics and
	Computer Science
Pre-Law	Interdisciplinary
	Studies
Psychology	Psychology
Public Relations	Communication
Sociology	Sociology and
	Criminal Justice
Spanish	English and Foreign
	Languages
Theatre	Fine Arts
Musical Theatre	
Theology	Theology and
	Philosophy

Guidelines for Student Conduct and Academic Responsibility

The guidelines for student conduct and academic responsibility seek to promote high standards of academic integrity by setting forth the responsibilities of students as members of the academic community. Abiding by the code ensures a climate wherein all members of this community can exercise their rights of membership.

The School of Arts and Sciences is committed to furthering scholarship, academic pursuits, and service to our society. Our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Both faculty and students in the School of Arts and Sciences share certain essential duties, rights and re-

sponsibilities in the search for knowledge. The following guidelines constitute a non-exhaustive summary of these academic duties, rights and responsibilities as they pertain to students:

1. Areas for Satisfactory Performance:

1. The relationship between faculty and students should be based on mutual respect and fairness, without prejudice based on gender, ethnic origin or political or religious preference. All persons are judged to possess equal human dignity, and their ideas are to be respected.
2. Barry University adheres to the principle of academic freedom, which means that every person has the right to hold and respectfully express his or her own academic views, and that other people's views are to be respected. No member of the academic community has the right to impose his or her own academic views on another, nor should he/she be penalized for not sharing someone else's opinions.
3. Faculty will help students learn the subjects they teach to the best of their ability and help students develop and express their own understanding and perspectives. Faculty will maintain high levels of expertise and scholarship within their subject matters.
4. Students majoring in areas within the School of Arts and Sciences are to be evaluated on the basis on their understanding of the subject, their ability for scholarly and creative work, and their progress toward professional competence.
5. Instructors should be well acquainted with their students' performance so as to be able to evaluate the quality of their work. Faculty should keep good records of their students' performance, and the final grade should be based on an accurate and fair assessment of their work in the course.

2. Areas for Satisfactory Performance:

- 2.1 The School of Arts and Sciences has identified four categories that constitute essential ingredients for students' satisfactory performance:
 - a) Academic ability
 - b) Professional and scholarly ethics
 - c) Respect for school policies
 - d) Response to constructive criticism
- 2.2 *Academic ability* is usually measured by the student's ability to obtain a minimum grade of C in all the courses for the major, minor, and related areas.
- 2.3 *Professional and scholarly ethics* is expected of every student. This includes academic honesty in every aspect of their work and the exclusion of plagiarism, cheating, and unruly, disrespectful, or disruptive behavior.

- 2.4 Instructors may use sanctions for such unruly behavior, ranging from a private reprimand to an unsatisfactory grade (F) in the course. If the matter is considered serious, an instructor may recommend to the Chair and Dean the academic probation or suspension of the student, or even the student's dismissal from the program or the University.
- 2.5 *Respect for policies* includes proper regard for course requirements, including tests, term papers, class attendance, student presentations and class participation, as required by the course instructor and expressed in course syllabi, as well as respect for School and university policies as contained in official documents such as the catalogue. Unexcused absences to class meetings or tests, disregard for deadlines, and any form of disrespect for the instructor's policies constitute a breach of responsible behavior.
- 2.6 *Response to constructive criticism* means that students should view the instructor's respectful criticism and corrections of their academic work as a means to help students in their search for knowledge.
- 2.7 If faculty members concur that a student is exhibiting poor performance in one or more of the above areas, the faculty may request that the student attend a meeting for an informal resolution of the problem. The faculty member may make specific recommendations to the student for improvement. If the problem continues or if the issue is of sufficient concern, the faculty member or the student may communicate their grievance to the Chair and request a formal review of the student's status in the Department. The Chair shall investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, the Chair may recommend dismissal from the program.

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact on them. Prior to initiating a formal appeal, a student must meet with the faculty member and Department Chair and attempt to resolve the situation. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Dean. The Dean may continue efforts and informal resolution.

If informal attempts fail to provide an acceptable resolution, the student shall file a written appeal to the Dean. The document should con-

tain a concise statement of all relevant facts regarding the manner in which the student believes he or she was unfairly treated. Upon receipt of a written appeal, the Dean shall review the appeal to determine whether the appeal presents a complaint upon which action should be taken. If the Dean decides to investigate the complaint, the Dean may then meet with the parties involved, interview others, convene a faculty or staff meeting, seek a recommendation from the faculty, and/or request a recommendation from other University administrators.

The Dean shall make a final determination on the complaint and shall direct what, if any, further action shall be taken. The Dean shall respond to the student in writing and explain the determination on the complaint. Students who are not satisfied with the determination of the Dean may contact the Office of the Vice-President for Academic Affairs.

3. Academic Standards

The School of Arts and Sciences expects its students to manifest a commitment to academic integrity through observance of standards for academic honesty. The academic honesty standards include:

- 3.1 Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be attributed in a manner consistent with a recognized form and style manual.
- 3.2 Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no authorized aid is given, received, or used prior to or during the course of the examination.
- 3.3 All academic work submitted for credit or for partial fulfillment of course requirements must adhere to accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a

style manual and become familiar with accepted scholarly and editorial practice in their disciplines.

- 3.4 It is plagiarism to represent another person's work, words, or ideas as one's own without use of a recognized method of citation. Deviating from these standards is considered plagiarism.
- 3.5 Violations of academic responsibility include, but are not limited to:
 - a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.

4. Conduct Standards

- 4.1 Students should not interfere with the rights, safety, or health of other members of the academic community nor interfere with other student's right to learn. Students are expected to abide by all program rules and regulations.
- 4.2 Students are expected to comply with the legal and ethical standards of Barry University, both as an institution of higher learning and as a Catholic University, and with those of their chosen fields of study. Each program may prescribe additional standards for student conduct as would comport with the letter and spirit of these guidelines.

5. Violation

- 5.1 Any violation(s) of any of the academic or conduct standards may result in a complaint being filed against the student.
- 5.2 Any student found guilty of a violation of the academic or conduct standards will be subject to disciplinary action, including expulsion from the University.
- 5.3 The Dean has the duty and the authority to enforce these norms in the academic community.

ATTENDANCE POLICY

All courses taught in the School of Arts and Sciences adhere to the following attendance policy: A total of 6 class hours of absence will result in automatic withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic F if not. It is the student's responsibility to initiate the withdrawal during the designated withdrawal period.

WRITTEN EXPRESSION

All of us, students and faculty alike, share responsibility for promoting the effective and wise use of language. Language is central to education since it is the chief means by which the transmission and exchange of ideas takes place. Nowhere are clarity and precision of language so important or so difficult to achieve as in writing. We, therefore, take special care to encourage excellence in writing, both in our own work and in the work of our students, through Writing Across the Curriculum (WAC) components in all disciplines.

Students should:

- 1) recognize that they are expected to write well at all times;
- 2) realize that the way they say something affects what they say;
- 3) write, revise, and rewrite each paper so that it represents the best work they are able to do.

Similarly, faculty members should:

- 1) set high standards for their own use of language;
- 2) provide appropriate occasions for students to exercise their writing skills;
- 3) set minimum standards of written expression of all courses;
- 4) acquaint the students with those standards and inform them of their responsibility to meet them and the consequences if they do not;
- 5) evaluate written work in light of effectiveness of expression as well as content;
- 6) aid students in their development by pointing out deficiencies in their written work and assist them with special writing problems arising from the demands of a particular field of study.

DEVELOPMENTAL COURSES

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Students receiving a grade of IP in any developmental English or math course will be enrolled in the SAME course as a REPEAT in the subsequent term. A section of ENG 103, reserved for such repeats, is marked on the printed class schedule as (FOR IP STUDENTS ONLY). All developmental courses must be completed successfully by the end of 45 credit hours or, in the case of transfer students, within the first academic year in residence.

GRADUATE PROGRAMS

The School of Arts and Sciences also offers the following graduate degrees:

Art Therapy, M.S.	Fine Arts
Art Therapy/Clinical Psychology, M.S.	Fine Arts; Psychology
Business Communication, M.S.	Communication
Executive Masters in Communication Communication, M.A.	Communication
Clinical Psychology, M.S.	Psychology
Photography, M.A.	Fine Arts
Photography, M.F.A.	Fine Arts
Psychology, M.S.	Psychology
School Psychology, S.S.P.	Psychology
Theology, M.A. Health Care Ministry Pastoral Ministry for Hispanics, M.A.	Theology and Philosophy
Theology, D.Min.	Theology and Philosophy

Please refer to the Barry University graduate catalogue for detailed information.

DEPARTMENT OF COMMUNICATION

Kathy J. Wahlers, Ph.D., Chair
Faculty: Beers, Oliver, Samra, Sirimangkala

The Department of Communication offers various majors, programs and opportunities for students interested in pursuing professional objectives in a variety of communication and related settings. A choice of four baccalaureate degree programs is offered. They are the Bachelor of Arts in Advertising, in Broadcast Communication, in Communication Studies, and in Public Relations.

Curriculum in the Department of Communication is designed so that all students, regardless of major, will be able to:

1. Access multiple sources of reference material relevant to the study of communication.
2. Write a major paper using concepts extending from some area of communication theory.
3. Make oral reports that effectively convey ideas or messages.
4. Communicate ethically and effectively in interpersonal, public, and mass media settings and understand the role of professionalism in career contexts.
5. Develop an appreciation of the discipline through their participation in a service learning project where communication skills are applied and used to assist a not-for-profit community service organization.

UNDERGRADUATE DEGREE REQUIREMENTS

Distribution Requirements:

All undergraduate degree candidates are required to fulfill the distribution requirements of Barry University.

MAJOR (CORE COURSES):

All majors in the Department of Communication are required to complete a 6-hour core program of departmental courses as follows:

COM 407 Theories of Human Communication	3
COM 470 Seminar in Communication **	3
** Integrative Experience	

A grade of C or better must be earned in all major and minor courses.

ADVERTISING

The Bachelor of Arts in Advertising is designed to provide the student with a wide base of knowledge in advertising, business, communication, photography, and professional writing. In addition, study of the liberal arts provides the student with basic knowledge for a wide variety of professional contexts.

The Advertising curriculum is designed so that majors will be able to:

1. Understand the influence of advertising on cultural norms, tastes and trends.
2. Demonstrate creativity in the creation of print and broadcast advertising.
3. Identify the different audiences for advertising campaigns.
4. Explain the role of advertising in our national and the world economies.
5. Understand interplay among advertising tactics, strategy and positioning.

Distribution: 60*

* Students in the Advertising program are required to take MAT 152, MUS 108, PHO 203, and PSY 281 as part of the distribution.

Department Requirements:	6
COM 407 Theories of Human Communication	3
COM 490 Seminar in Communication **	3
** Integrative Experience	
Core Courses:	51
ADV 301 Principles of Advertising	3
ADV 401 Advertising Strategy	3
ADV 417 Advertising Copywriting	3
ADV 418 Publication Production & Layout	3

ADV	470	Advertising Campaigns	3
ADV	496	Electronic Media Advertising	3
ADV	499	Internship	3
COM	200	Introduction to Mass Media	3
COM	390	Principles of Public Relations	3
COM	412	Persuasion	3
or			
ENG	404	Persuasive Writing	
COM	495	Communication Law	3
CS	325	Desktop Publishing	3
JOU	445	Publicity and Public Relations	3
PHO	305	Computer Imaging I	3
PSY	343	Perception	3
Co-requisites:			15
MKT	306	Marketing Concepts & Applications	3
MKT	381	Marketing Research	3
MKT	385	Consumer Behavior	3
BUS	311	Applications of Statistics in Business	3
General Electives:			3
Degree Total:			120

BROADCAST COMMUNICATION

Professional and Technical Standards for Admission, Enrollment and Graduation

Success in the field of broadcasting requires certain technical and emotional skills in addition to a knowledge of theory. The Department of Communication acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990 but has determined that prospective students must be able to meet the physical and emotional requirements of the academic program. A candidate for a Bachelor of Arts degree in Broad-

International Advertising

Substitute COM 304, Intercultural Communication, for COM 495, Communication Law; add MGT 336m Cross Cultural Management and a second-language requirement. The internship can be international and will be supervised by the School of Business as BUS 441 or 442.

Minor in Advertising:

21

COM	200	Introduction to Mass Media	3
ADV	301	Principles of Advertising	3
ADV	401	Advertising Strategy	3
ADV	417	Advertising Copywriting	3
ADV	496	Electronic Media Advertising	3
MKT	306	Marketing Concepts & Applications	3
COM	407	Theories of Human Communication	3

cast 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, continued enrollment and graduation with a B.A. in Broadcast Communication. An example of activities that students are required to perform while enrolled in the broadcast communication program 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

The Bachelor of Arts in Broadcast Communication will be of interest to those students considering a career in some aspect of radio, television, cable and related media fields such as corporate media. Major requirements are designed to provide the student with a strong core of knowledge in all facets of the profession. The minor, distribution requirements, and electives will provide the student with a broad background in the liberal arts.

The Broadcast Communication curriculum is designed so that majors will be able to:

1. Explain the role of the media in social change.
2. Demonstrate a knowledge of broadcast writing style and script preparation.
3. Identify and demonstrate mastery of selected broadcast facility equipment.
4. Understand the strategies and skills required in news reporting and production.

Degree Requirements

Distribution:	60
Department Requirements:	6
COM 407 Theories of Human Communication	3
COM 470 Seminar in Communication **	3
** Integrative Experience	
Core Courses:	36
COM 200 Intro to Mass Media	3
COM 204 Writing for the Media	3
COM 214 Television Production	3
COM 215 Audio Production	3
COM 301 Studio Practicum I	2
COM 314 Advanced Television Production	3
COM 401 Studio Practicum II	1
COM 418 Broadcast News	3
COM 420 Media Programming	3
COM 495 Communication Law	3
COM 499 Internship	3
Courses Designated ADV, COM, or JOU	6
Courses in Broadcast Communication (as approved by the Academic Advisor and Department Chair)	
Required from outside the department:	
General Electives (a minor is recommended)	18
DEGREE TOTAL:	120

Minor in Broadcast Communication: 21

COM 200 Intro to Mass Media	3
COM 204 Writing for the Media	3
COM 214 Television Production	3
COM 215 Audio Production	3
COM 314 Advanced Television Production	3
COM 407 Theories of Human Communication	3
COM 495 Communication Law	3

COMMUNICATION STUDIES

The Bachelor of Arts in Communication Studies is a broadly-based program designed for those students who wish a generalist's orientation to the communi-

cation profession. The student is encouraged to investigate all aspects of the program, developing a core of knowledge in communication studies, and to apply general elective hours to the minor in order to create a double major.

The Communication Studies curriculum is designed so that majors will be able to:

1. Understand the process nature of communication.
2. Understand the relationship between language and meaning.
3. Develop awareness of potential problems in intercultural communication and seek ways to enhance success in interpersonal intercultural interactions.
4. Identify the interplay among source, message, channel and audience in persuasion and the various persuasive strategies that might be used in persuasive campaigns.
5. Identify types of public presentations and steps in preparation of a public speech.

Degree Requirements

Distribution:	60
Department Requirements:	6
COM 407 Theories of Human Communication	3
COM 470 Seminar in Communication **	3
** Integrative Experience	
Core Courses:	27
COM 104 Interpersonal Communication	3
COM 302 Nonverbal Communication	3
COM 304 Intercultural Communication	3
COM 326 Small Group Communication	3
COM 412 Persuasion	3
SPE 401 Bus. & Professional Communication	3
SPE 415 Speech Research, Writing & Delivery	3
Courses Designated ADV, COM, JOU or SPE	6
Minor:	21
General Electives:	6
Degree Total:	120

Minor in Communication Studies: 21

COM 104 Interpersonal Communication	3
COM 304 Intercultural Communication	3
COM 407 Theories of Human Communication	3
SPE 401 Bus. & Professional Communication	3
SPE 415 Speech Research, Writing & Delivery	3
Courses designated ADV, COM, JOU or SPE	9

PUBLIC RELATIONS

The Bachelor of Arts in Public Relations is designed to provide the student with the knowledge essential for entry in the public relations profession. Emphasis is placed on communication studies, public relations principles, professional writing skills, and marketing. In addition, the student is directed towards broad exploration of the liberal arts to enhance knowledge in a wide variety of professional contexts.

The Public Relations curriculum is designed so that majors will be able to:

1. Understand and apply the ROPE method (i.e., Research, Action Plan, Communication, and Evaluation) to public relations case studies.
2. Develop and utilize a database of landmark case studies in public relations campaign planning.
3. Identify ways to analyze the beliefs, attitudes, and behaviors of target audiences.
4. Understand appropriate message composition strategies, their characteristics and effects, and the impact on channel selection.

Distribution: 60*

* Students in the Public Relations program are required to take PHO 203 and MAT 152 as part of the distribution.

Department Requirements: 6

COM 407 Theories of Human Communication 3

COM 470 Seminar in Communication ** 3

** Integrative Experience

Core Courses: 39

COM 200 Intro to Mass Media 3

COM 390 Principles of Public Relations 3

COM 391 Case Studies in Public Relations 3

COM 484 Public Relations Research 3

COM 499 Internship 3

CS 325 Desktop Publishing 3

ENG 417 Advertising Copywriting 3

ENG 418 Publication Production and Layout 3

ENG 444 Business Research, Writing, & Editing 3

JOU 321 Feature Writing 3

JOU 445 Publicity and Public Relations 3

SPE 401 Business and Professional

Communication 3

SPE 415 Speech Research, Writing, and

Delivery 3

Co-Requisites: 12

MKT 306 Marketing Concepts & Applications 3

MKT 385 Consumer Behavior 3

MKT 386 Sales Promotion, Advertising, and

Personal Selling 3

PHO 305 Computer Imaging I 3

General Electives: 3

Degree Total: 120

Minor in Public Relations: 21

COM 200 Intro to Mass Media 3

COM 390 Principles of Public Relations 3

COM 391 Case Studies in Public Relations 3

COM 407 Theories of Human Communication 3

COM 484 Public Relations Research 3

COM 495 Communication Law 3

JOU 445 Publicity and Public Relations 3

Journalism Minor

The Journalism minor requires 21 hours, which include four required courses: JOU 207, JOU 243, JOU 441, and JOU 495. The remaining 3 courses are selected depending on student career goals.

JOU	207	Introduction to Journalism	3
JOU	241	The Press in Contemporary Society	3
JOU	243	News Reporting, Writing and Editing	3
JOU	495	Communication Law	3
Courses Designated JOU			9

Course Descriptions — Advertising Prefix: ADV

301 Principles of Advertising (3)

Basic principles of advertising and their role in media and society. Includes advertising environment in the 1990s, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness. Study of the organization of the advertising profession.

401 Advertising Strategy (3)

The role of research in strategic approaches to advertising. Study of positioning, segmentation, and targeting in creating advertising appeals as well as how strategic objectives lead to creative solutions to consumer demands. Prerequisite: ADV 301.

417 Advertising Copywriting (3)

Students will learn the theory and techniques necessary to produce successful advertising copy. Students will also learn to integrate the written word with the appropriate visual symbols in order to produce effective messages. Ethical issues within the industry will be emphasized. Same as ENG 417.

418 Publication Production and Layout (3)

Students will learn how to enhance the written material through the inclusion of appropriate graphic techniques and design; colors, typesetting, layout, etc. Students will also learn the concepts and terminology necessary to deal with publishers and other professionals in the graphics industry. Same as ENG 418.

470 Advertising Campaigns (3)

Advanced course in planning and creating advertising campaigns. Emphasis on brand positioning, the role of research, production methods, presentation and evaluation of positioning, the role of research, production methods, presentation and evaluation of effectiveness. Students will complete and present a multimedia campaign. Prerequisites: ADV 301, 401.

496 Electronic Media Advertising (3)

Exploration of the creative process in advertising with an emphasis on copywriting and story boarding. Prerequisite: COM 204. Same as COM 496.

499 Internship (3-12)

Practical experience in advertising in a professional setting. CR/NCR grade; unpaid internships only. Prerequisites: Senior standing (90+ credit hours); 2.5 overall G.P.A. with minimum 3.0 G.P.A. in major; approval of Advisor, Department Chair, and Dean.

Course Descriptions — Communication Prefix: COM

104 Interpersonal Communication (3)

Study of self-concept, perception, language, listening, emotions, and conflict as they relate to person-to-person communication.

200 Introduction to Mass Media (3)

Processes, systems, and effects of the printed and electronic media; the role of newspapers, magazines, movies, radio, and television.

204 Writing for the Media (3)

Writing basic media copy. Emphasis on script preparation and techniques used professionally in the electronic media.

214 Television Production (3)

Studio production theory and practice; hands-on experience in basic production, direction, and technical operations of a studio.

215 Audio Production (3)

Audio production theory and practice; hands-on experience in basic production for radio and television. Prerequisite: COM 204.

300 Special Topics in Communication (3)

Exploration of selected areas of study in the field of communication. (Limited to a maximum of 6 credit hours.)

301 Studio Practicum I (1)

Development of skills in media settings. Prerequisites: COM 214 and permission of Department Chair. May be repeated for a maximum of 3 credit hours.

302 Nonverbal Communication (3)

Survey of research in nonverbal communication. Includes the study of posture and body movements, eye contact, facial expression, vocal cues, physical appearance, and space as well as the effects of cultural, situational, and personality variables.

304 Intercultural Communication (3)

An introduction to the factors which influence communication among individuals of different subcultures. Both theoretical and practical problems of intercultural communication are analyzed.

314 Advanced Television Production (3)

Advanced television production techniques including electronic editing, special effects, and electronic field production. Completion of an individual creative project is required. Prerequisites: COM 204 and COM 214.

315 Advanced Audio Production (3)

Advanced audio production techniques including editing special effects and multi-track recording. Completion of an individual creative project and "on air check" are required. Prerequisite: COM 215.

326 Small Group Communication (3)

Theory and practice in leading and participating in small groups. Special focus on problem solving and the management of conflict.

359 Independent Study (3)

Opportunity for research and study in the communication profession. Requires approval of Department Chair and Dean.

390 Principles of Public Relations (3)

Basic concepts of public relations; the tools and media used in communication with the public.

391 Case Studies in Public Relations (3)

The detailed analysis of the utilization of principles and techniques of public relations in a variety of contemporary situations and the practical application of these principles and techniques. Prerequisite: COM 390

401 Practicum II (1)

Advanced development of skills in media settings. Prerequisites: COM 301, COM 314 and permission of Department Chair. May be repeated for a maximum of 3 credit hours.

407 Theories of Human Communication (3)

The study of theoretical orientations in the field of human communication. Focus on twentieth-century theorists and schools of thought including models of communication.

409 Organizational Communication (3)

This course focuses 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.

412 Persuasion (3)

Beginning with Aristotle, this course provides an historical perspective on how persuasion has evolved to modern times. Emphasis on factors such as attention, perception, needs, values, and credibility. Practice in presentation of persuasive oral and written communication. Emphasis given to persuasive campaigns.

418 Broadcast News (3)

Develops skills for positions of news producer and reporter. Includes news writing, analysis of news stories and their relative merit, and production considerations in assembling a newscast. Prerequisites: COM 204, COM 214, COM 314.

420 Media Programming (3)

Analysis of and experience in radio and television programming and promotion. Includes analysis of competitive rating system and overview of the mechanics of the broadcasting business.

431 Media Relations and Sport (3)

Study of professional and collegiate sports and their relationship with the various media outlets. Also SES 431.

455 Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, T.V., and commercials. Prerequisite: Permission of Department Chair. Also TH 455.

470 Seminar in Communication (3)

A senior seminar in the identification and examination of selected topic(s) in communication. Limited to Department of Communication majors with 90+ credit hours and approved minors. Serves as Department of Communication integrative experience and includes service learning, comprehensive examination and senior thesis.

484 Public Relations Research (3)

Introduction to public relations research methodology. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: COM 390 and MAT 152.

491 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. Prerequisites: COM 314.

495 Communication Law (3)

Studies in the current laws governing the mass media. Role of the FCC, libel, privacy, and First Amendment issues. Also JOU 495.

496 Electronic Media Advertising (3)

Exploration of the creative process in advertising with an emphasis on copywriting and story boarding. Place of electronic media in advertising. Prerequisite: COM 204.

497 Media Management (3)

Problems and concerns in the management of the media. Practical experience in resolving business problems, promotions, sales, advertising, financing, and regulation. Recommended prerequisites: COM 495 and COM 496 or COM 420.

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Exploration of its role in America and its future in worldwide mass communication. Same as JOU 498.

499 Internship (3-12)

Practical experience in communication in a professional setting. CR/NCR grade; unpaid internships only. Prerequisites: Senior standing (90+ credit hours); 2.5 overall G.P.A. with minimum 3.0 G.P.A. in major; approval of Advisor, Department Chair, and Dean.

**Course Descriptions—
Journalism Prefix: JOU****207 Introduction to Journalism (3)**

Covers the fundamentals of modern journalism, both writing and production. Students learn about writing styles for specific types of articles, about copy editing and proofreading, typography, page make-up, advertising, and journalism ethics. This course may be taken concurrent with or after completion of ENG 111 or its equivalent.

241 The Press in Contemporary Society (3)

Tracing developments from the colonial press, study of the structure and performance of the press in historical perspective as it interacts with other contemporary social institutions. Emphasis on the functional role of the press.

243 News Reporting, Writing, and Editing (3)

Thorough study and practice of news reporting, writing, and editing techniques.

300 Special Topics (3-9)

Diverse courses on specialized forms of reporting will be offered periodically depending upon interest and need. e.g., Editorial and Persuasive Writing; Critical Writing and Reporting, Seminar in Journalism: The Craft of Nonfiction; Reporting in Urban and Metropolitan Affairs; Local Government, Public Policies, and Reporting; Environmental Ecology and Reporting; Writing for Religious Publications; Sports Writing.

301 Practicum I (1)

Development of skills in journalistic settings. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. Prerequisites: ENG 111 and JOU 207 or permission of Department Chair. May be repeated for a maximum of 3 credit hours.

315 Photojournalism (3)

Emphasis upon visual communication and effective photographic documenting of events. Prerequisite: PHO 203 or permission of Department Chair.

326 International Journalism (3)

Critical analysis of the management of news about other countries as well as the methods used in other countries to manage their own news. includes study and use of international news agencies and networks. Prerequisite: either JOU 207 or COM 200.

342 Feature Writing (3)

Study of feature stories for newspapers, magazines, and public relations. Emphasis on the preparation of publishable material.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean approval.

401 Practicum II (1)

Advanced development of skills in journalistic settings. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. Prerequisites: ENG 112, JOU 301 and permission of Department Chair. May be repeated for a maximum of 3 credit hours.

403 Public Affairs Reporting (3)

Coverage of major governmental units of all levels of government as well as community affairs and not-for-profits. Includes examination and interpretation of public documents and records. Prerequisite: either JOU 243 or COM 204.

416 Investigative Reporting (3)

Advanced instruction and practice in researching, reporting, and writing complex news stories. Examines the ethics of reporting in multi-cultural communities. Prerequisite: either JOU 243 or COM 204.

441 Research in Journalism (3)

Individual study of current problems in journalism. The course will provide students with a working knowledge of how other disciplines (e.g., history, statistics, the social sciences) use journalism. Topics covered will be propaganda, international journalism, the documentary, etc.

442 Colloquium on Current Affairs (3)

An interdisciplinary course emphasizing in-depth analyses of major contemporary problems as reported by the media.

445 Publicity and Public Relations (3)

Emphasis on the principles and practice of writing publicity for various types of organizations.

495 Communication Law (3)

Relationship of mass media to society; responsibility, regulations, and philosophy. Same as COM 495.

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. Same as COM 498.

499 Internship (3-12)

Practical experience in journalism in a professional setting. CR/NCR grade; unpaid internships only. Prerequisites: Senior standing (90+ credit hours); 2.5 overall GPA with 3.0 GPA in journalism; approval of advisor, Department Chair and Dean.

NON-DEGREE PROGRAMS SPEECH**Course Descriptions —
Speech Prefix: SPE****100 American English Phonetics Vowels (3)**

Introduction to linguistic theory and study of American English phonetics, with a focus on remediation of foreign accent. Emphasis on articulation of vowel sounds. Intensive individualized instruction. CR/NCR grade only. Does not satisfy SPE or ENG distribution requirements. (Also ENG 100)

101 Fundamentals of Speech (3)

Study and practice of the basic skills in interpersonal and public communication.

105 American English Phonetics (3)

Reduction of foreign and regional accents. Focus on the International Phonetic Alphabet (IPA), with emphasis on linguistic variables that influence accent reduction: articulation, stress, intonation, word order, phrasing, and vocabulary. Individualized instruction incorporating speaking, reading, and writing. CR/NCR grade only. Does not fulfill distribution or degree requirements. (Also ENG 105)

307 Communication in the Classroom (3)

An overview of verbal and nonverbal communication in the classroom context. Includes analysis of teacher-student patterns of interaction. This course is intended for education major or minors. Others require approval of instructor and department chair.

**401 Business and Professional
Communication (3)**

Application of principles of speech communication in the presentation of informational reports, conference management, and interviewing.

411 Speech Correction for Children (3)

Nontechnical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. Same as EDU 411.

415 Speech Research, Writing and Delivery (3)

Study of speech design and delivery for a variety of public situations. Includes the study of research sources, speech content, and organization in speeches written for and delivered by others.

**476 Teaching Speech and Theater in the
Secondary School (3)**

Methods and materials available for teaching speech and for directing extracurricular speech and drama activities; required for teacher certification.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Stephen Benz, Ph.D., Chair

Faculty: Alvarez, Alzaga, Armesto, Bowers, Byrne, Connell, Davis, Gellens, Leeder, Nodarse, Reed, Schanfield.

ENGLISH

A student who wishes to major in English may choose one of three concentrations within the English major: a standard track in language and literature; a professional writing track; or a secondary education track.

Minors in English/Literature and English/Professional Writing are offered. These consist of a minimum of 21 credits beyond ENG 111 and ENG 112 in courses within the two concentrations.

The minimum grade of C is required in all major and minor courses.

At the end of their programs, all English majors must satisfactorily complete a comprehensive examination.

Goals and Objectives

The English curriculum has the following goals and objectives:

- Demonstrating growth in critical thinking.
- Demonstrating growth in creative thinking.
- Developing initiative in pursuing knowledge and exploring ideas.
- Acquiring advanced research skills in the discipline.
- Acquiring advanced skills in written communication.

STANDARD TRACK

Students choosing this track acquire a broad background in language and literature. Through a combination of required courses and electives, this track encourages students to examine and question values, explore identity, and develop skills in argumentation and communication. A graduate of this track will be qualified to pursue graduate studies in English or in

writing, to begin a career in teaching, or to enter a variety of professional careers.

The track requires a minimum of 34-36 credit hours distributed among the following:

Literary Survey/English Language

Courses **minimum of 9 credits**

- 316 World Literary Masterpieces
- 324 Major American Writers
- 331/332 Major British Writers I & II
- 403 History of the English Language
- 410 English Grammar

Period Courses **minimum of 9 credits**

- 420 Medieval English Literature
- 421 Sixteenth-Century English Literature
- 422 Seventeenth-Century English Literature
- 423 Restoration and Eighteenth-Century English Literature
- 424 American Literature: 1800-1865
- 425 American Literature: 1865-1914
- 426 American Literature: 1914-present
- 432 Nineteenth-Century English Literature: the Romantics
- 433 Nineteenth-Century English Literature: the Victorians
- 460 Twentieth-Century Literature: 1900-1945
- 461 Twentieth-Century Literature: 1945-present

Core Courses **7-9 credits**

- 387 Introduction to Literary Theory and Criticism
- 407 Shakespeare
- 487 Senior Seminar (1-3 cr.)

Electives **minimum of 9 credits**

After consultation with the faculty advisor, the student will choose electives according to individual goals and interests.

- 300 Special Topics
- 312 Advanced Composition
- 315 The Novel
- 333 Intro to Fiction Writing

334	Intro to Poetry Writing
339	Adolescent Literature
340	Women in Literature
389	Advanced Critical Readings
404	Persuasive Writing
406	Rhetorical Analysis
411	Classical Rhetorical Theories
429	English Studies
476	Teaching English in Middle and Secondary Schools

A minor in literature is also available. The minor consists of a minimum of 21 credits in English literature beyond the ENG 111/ENG 112/ENG 199 level. A grade of C or better is required in all major or minor courses.

Assessment

On a yearly basis, the department assesses the progress of each student majoring in English. The student must meet with his/her faculty advisor and the Chair of the Department. During this meeting, a representative sample of the student's work is evaluated. The faculty advisor and the Chair assess the student's strengths and concerns and suggest directions for further growth in the discipline. The purpose of this annual evaluation is to ensure that the student's writing and research skills are adequate at that stage of the college career.

ENGLISH/PROFESSIONAL WRITING

The concentration in Professional Writing is an academic program to prepare Barry graduates for challenging positions as practitioners in the broad spectrum of professional writing, including but not limited to these areas: investigative, editorial, satiric, and literary journalism; broadcast media; corporate and speech writing; advertising for print and electronic media; scientific, technical, and engineering documentation; and writing for educational, governmental, and other not-for-profit agencies.

The premise of this program is two-fold:

1. That mastery of the rhetorical principles of composition underlies all writing contexts; and
2. That expertise in invention, composition, revision, and editing methods provides a graduate with flexibility to adapt easily to the varying conventions and audiences of professional writing.

Students enrolled in this program will master the conventions for content, organization, and style; will learn to write for different disciplines; and will become skilled in the persuasive strategies utilized by writing professionals.

After undergoing this course of study, students will be able to perform all the tasks needed to produce publications—from data gathering, through writing and editing, to graphics and layout. The program will pro-

vide students with an overview of the kinds of jobs available to writing specialists in a variety of fields. At the same time, the program will provide solid grounding through skills and networking that will enable students to choose a field in which to specialize after graduation, if they so desire.

A graduate of this program will be qualified to seek an entry-level position as a writer in the corporate, industrial, and governmental sectors; scientific and technical communities; advertising and public relations fields; journalistic world; and virtually every profit and not-for-profit enterprise that requires written messages designed to promote information gain, induce attitude change, and affect behavior.

The core curriculum consists of the following 30 credit hours in addition to a 3- or 6-credit internship:

ENG	208	Writing as a Profession	3
ENG	404	Persuasive Writing	3
ENG	406	Rhetorical Analysis	3
ENG	410	Advanced English Grammar	3
ENG	415	Speech Research, Writing and Delivery	3
ENG	417	Advertising Copywriting	3
ENG	418	Publication Production and Layout	3
ENG	444	Business Research, Writing, and Editing	3
ENG	447	Technical & Scientific Research, Writing, and Editing	3
CS	325	Desktop Publishing	3

In addition, students will meet with their advisor to choose a university-approved focused minor in an appropriate area such as Journalism, Communication, Photography, Business, Creative Writing, Biology, or Computer Science determined in consultation with appropriate Department/School faculty and approved by the academic advisor.

Students will complete an integrative experience which consists of a 3- or 6-credit unpaid internship. During the unpaid internship, students will be able to use their research, writing, and editing skills in conjunction with hardware and software within a professional writing environment in order to produce a portfolio.

The English/Professional Writing minor requires completion of 21 credit hours of professional writing courses, including ENG 208 and either ENG 404 or ENG 406, with a grade of C or better.

ENGLISH/SECONDARY EDUCATION

This concentration prepares Barry graduates for teaching English in grades six through twelve, according to State of Florida requirements.

The major requires a minimum of 42 credits in English beyond the freshman level, including 33 credits from Section One and 9 credits from Section Two, as described.

The English education major will demonstrate mastery of concepts essential to English pedagogy as follows:

- understanding of different cultures, learning styles, special needs, and socioeconomic backgrounds of students
- understanding of both traditional and alternate methods of assessment
- understanding the intellectual, personal, and social development of students
- understanding the role of technology in teaching and learning processes
- understanding the influence of diverse learning environments

All English majors who intend to pursue teaching certification must complete the following courses as part of distribution requirements: MAT 152 and PSY 281. As professional education corequisites, student must complete PSY 318 or PSY 382 and EDU 151, 417, 463. Prerequisites for student teaching (499): a minimum score of 960 on the SAT I or 20 on the enhanced ACT; a cumulative GPA of 3.00 in the major discipline and of 2.50 in distribution requirements; completion with C or above of all corequisites and of the methods course in the subject area (476); and satisfactory score on CLAST. To receive the degree, students must obtain a satisfactory score on the general and subject area FCTE.

The major requires a minimum of 42 credits in English beyond the freshman level, including 33 credits from Section One and 9 credits from Section Two, as described below.

SECTION ONE: 33 credits

Composition Courses minimum of 6 credits

Expository Writing	3 credits
ENG 207 Composition II	
ENG 312 Advanced Composition	
ENG 406 Rhetorical Analysis	

Creative Writing 3 credits

ENG 333 Introduction to Fiction Writing	
ENG 334 Introduction to Poetry Writing	
ENG 413 Fiction-Writing Workshop	
ENG 414 Poetry-Writing Workshop	

Grammar or Syntax Courses minimum of 3 credits

ENG 403 History of the English Language	
ENG 410 Advanced English Grammar	

Literature Courses minimum of 15 credits

Survey Courses in American or British Literature 6 credits

in one of these two areas	
331/332 Major British Writers I, II	
424/425 American Literature: 1800-1865 and American Literature: 1865-1914	

Period, Survey, or Authors in American, British, or World Literature Courses 9 credits

ENG 316 World Literary Masterpieces	
ENG 324 Major American Writers	
ENG 337 Shakespeare and His Contemporaries	
ENG 407 Shakespeare	
ENG 420 Medieval English Literature	
ENG 421 Sixteenth-Century English Literature	
ENG 422 Seventeenth-Century English Literature	
ENG 423 Restoration and Eighteenth-Century English Literature	
ENG 426 American Literature: 1914-present	
ENG 432 Nineteenth-Century English Literature: The Romantics	
ENG 433 Nineteenth-Century English Literature: The Victorians	
ENG 460 Twentieth-Century Literature: 1900-1945	
ENG 461 Twentieth-Century Literature: 1945-present	

Adolescent Literature 3 credits

ENG 339 Adolescent Literature Teaching English in the Middle and	
------------------------------------------------------------------	--

Secondary School: 6-12 3 credits

ENG 476 Teaching English in the Middle and Secondary School: 6-12	
-------------------------------------------------------------------	--

ESOL Course 3 credits

Any ESOL course. These courses are offered through the Adrian Dominican School of Education.

SECTION TWO: 9 credits

Required theory courses 3 credits

ENG 387 Introduction to Literary Theory and Criticism	
-------------------------------------------------------	--

2 literature courses in addition to the literature courses required in Section One 6 credits

**Course Descriptions—
English Prefix: EN**

010 Reading, Essay, and Language Skills for CLAST (1)

Please see Learning Center.

**Course Descriptions—
English Prefix: ENG**

All courses other than ENG 103, 111, and 112 are generally on a three-year rotation.

103A English Composition Strategies (3)

Please see Learning Center.

103B College Reading and Study Strategies (3)

Please see Learning Center.

105 American English: Phonetics (3)

Reduction of foreign and regional accents. Focus on the International Phonetic Alphabet (IPA), with emphasis on linguistic variables that influence accent re-

duction: articulation, stress intonation, word order, phrasing, and vocabulary. Individualized instruction incorporating speaking, reading, and writing. Does not fulfill distribution or degree requirements. Also SPE 105.

111 Freshman Composition and Literature (3)

Writing of short papers and readings in the humanities. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Can only be taken for a letter grade.

112 Techniques of Research (3)

Writing the research paper and readings in the humanities. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better. Can only be taken for a letter grade.

199 Special Topics (3)

Lower division special topic course. Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

207 Composition II (3)

Thorough review of the writing process. Students will study and write various forms of academic and non-academic prose: essays of rhetorical analysis, argumentative and persuasive essays, editorial and feature forms. Fulfills the Gordon Rule. Prerequisite: ENG 112 or permission of Department Chair.

208 Writing as a Profession (3)

An overview of the opportunities available for writing careers in such different disciplines as business, the sciences, and the technologies; freelancing; getting a job; negotiating fees. Ethical issues relevant to professional writers will be emphasized. Prerequisite: English 112 or its equivalent or permission of the Department Chair.

300 Special Topics (3)

Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

312 Advanced Composition (3)

Study of and practice in writing expository prose. Fulfills the Gordon Rule.

315 The Novel (3)

Structural analysis of the novel. Selections vary.

316 World Literary Masterpieces (3)

World masterpieces from the ancient East and West to the twentieth century.

320 Children's Literature (3)

Survey of literature suited to the needs of children. Same as EDU 320.

324 Major American Writers (3)

Study of major American authors from the colonial period to the present.

331/332 Major British Writers I, II (3) (3)

Historical survey of the literature of England to the twentieth century.

333 Introduction to Fiction Writing (3-6)

Along with study of models, students will engage in exercises that explore the creative process and various modes of fiction. Students will write and revise fiction, to compile a portfolio of the semester's work.

334 Introduction to Poetry Writing (3-6)

Along with intensive study of models of classic and contemporary poetry, students will engage in exercises that explore the creative process and various poetic forms. Students will write and revise poems to compile a portfolio of the semester's work.

337 Shakespeare and His Contemporaries (3)

The study of select plays by Shakespeare and his Elizabethan contemporaries coordinated with live theatre performance. A study-abroad offering.

339 Literature for the Adolescent (3)

This course surveys multicultural literature representing genres and themes relevant to the adolescent reader. The focus of this course is the young adult novel organized around themes relating to pertinent adolescent concerns. Discussion of reader response theories and the use of multimodal activities are included not only for the prospective classroom teacher but for any individual who might use literature as a therapeutic tool in working with adolescents.

340 Women in Literature (3)

Study of literary works by women or themes concerning women in literature. Analysis of readings from the aesthetic and other theoretical points of view.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean approval.

387 Introduction to Literary Theory and Criticism (3)

Introduction to the nature of literature and to the methods of approaching it. Implications for criticism across the arts.

389 Advanced Critical Readings (3)

In-depth analysis of selected works.

403 History of the English Language (3)

Formation and growth of the language, with special attention to sources, structure, and idiom. Includes a study of American modifications of the language.

404 Persuasive Writing (3)

Study of the science and art of using written language to promote information gain, induce attitude change, and affect behavior. Starting with Aristotelian sources of proof, this course will provide a historical perspective on how persuasion has evolved to modern times. Drawing on sociological and psychological principles, it will help students master the language to reach both target and general audiences. Ethical issues will be emphasized.

406 Rhetorical Analysis (3)

In-depth analysis of advertisements, speeches, film, and literature from a rhetorical perspective.

407 Shakespeare (3)

Study of Shakespearean plays and poems. Emphasis on the author's artistic development. Same as TH 407.

410 Advanced English Grammar (3)

Analysis of English grammatical structures. Emphasis on modern descriptive analysis.

411 Classical Rhetorical Theories (3)

History of rhetoric from the Greco-Roman period to the mid-twentieth century. Attention will be given to the major texts, figures, and movements.

412 Contemporary Rhetorical Theories (3)

Study of the development of contemporary rhetoric based on current research and theory.

413 Fiction-Writing Workshop (3-6)

Intensive study of and practice in the craft of writing fiction. Students will write and present their stories, respond to others' work, and study classical and contemporary theories of fiction as well as models of the craft. Prerequisite: English 333 or permission of Department Chair.

414 Poetry-Writing Workshop (3-6)

Intensive study of and practice in the craft of poetry writing. Students will write and present their poems and revisions, respond to others' work, and study classical and contemporary theories of poetry as well as models of the craft. Prerequisite: English 334 or permission of Department Chair.

415 Speech Research, Writing, and Delivery (3)

Study of speech design and delivery from a variety of public situations. Includes the study of research sources, speech content, and organization in speeches written for and delivered by others. Also SPE 415.

417 Advertising Copywriting (3)

Students will learn the theory and techniques necessary to produce successful advertising copy. Students will also learn to integrate the written word with the appropriate visual symbols in order to produce effective messages. Ethical issues within the industry will be emphasized.

418 Publication Production and Layout (3)

Students will learn how to enhance the written material through the inclusion of appropriate graphic techniques and design: colors, typesetting, layout, etc. Students will also learn the concepts and terminology necessary to deal with publishers and other professionals in the graphics industry.

419 Literature and Film (3)

Exploration of the translation of literary classics from print to film. Consideration given to editing, directorial interpretation, camera work, music, set design, and visual symbols.

420 Medieval English Literature (3)

Major literary works of the Middle Ages to 1485.

421 Sixteenth-Century English Literature (3)

Major literary works from Wyatt through Spenser.

422 Seventeenth-Century English Literature (3)

Major literary works from Donne through Milton.

423 Restoration and Eighteenth-Century English Literature (3)

Major literary works from Dryden through Johnson.

424 American Literature: 1800-1865 (3)

Selected works from major writers of the period.

425 American Literature: 1865-1914 (3)

Selected works from major writers of the period.

426 American Literature: 1914-Present (3)

Selected works from major writers of the period.

429 English Studies (3-12)

Selected literary topics, works, figures, and genres.

432 Nineteenth-Century English Literature: The Romantics (3)

Major literary works of the period.

433 Nineteenth-Century English Literature: The Victorians (3)

Major literary works of the period.

439/440 Theatre History I, II (3) (3)

Theatrical event and its attendant literature from ritual beginnings to the closing of the playhouses in England and from the Restoration to the 1950's and the advent of absurdist theatre. Same as TH 439, 440.

441 Contemporary Theatre (3)

Study of the plays and theatrical practices of the time. Same as TH 441.

444 Business Research, Writing, and Editing (3)

Study and practice of the kinds of internal and external writing used in different organizations—utilities, for-profit corporations, non-profit organizations, and others. Practice in the researching, writing, and editing of letters, memos, reports, market analyses, promotions, product descriptions, grants, proposals, etc. Relevant ethical issues will be included.

447 Technical & Scientific Research, Writing, and Editing (3)

Students will research, write, and edit general technical materials such as manuals, descriptions, and specifications. Applications to particular technologies—computers, engineering, aerospace, and others—will also be included. Relevant ethical issues will be addressed.

460 Twentieth-Century Literature: 1900-1945 (3)

Selected works of the period.

461 Twentieth-Century Literature: 1945-Present (3)

Selected works of the period.

476 Teaching English in the Middle and Secondary School: 6-12 (3)

Problems confronting teachers of English in the middle and secondary school, current research, organization of courses, sources of materials and textbooks, and methods of teaching.

487 Senior Seminar (1-3)

A study of the interrelations of literature with the other liberal arts.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisite: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

FRENCH (B.A.)

The French program provides students with proficiency in the four basic skills—listening, speaking, reading, and writing—and gives them a deeper understanding of French culture. These objectives aim to prepare the student for teaching and for work related to translating and interpreting, diplomatic service, overseas business and industry, social welfare, law, nursing, allied health communications and services, etc.

Students are placed in French classes according to their level of proficiency.

The French major consists of a minimum of 30 credits beyond FRE 101 and 102. The minimum grade of C is required in all major and minor courses. At the end of the program, French majors must complete satisfactorily a comprehensive examination that includes an oral component.

Goals and Objectives:

The foreign language curricula at Barry University have the following goals and objectives:

1. Goal: Developing communication skills in languages other than English.

Objectives: The student will be able to:

- Engage in conversations by providing and obtaining information, expressing feelings and emotions, and exchanging opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Goal: Acquiring knowledge and understanding of other cultures.

Objectives: The student will be able to:

- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. Goal: Connecting with other disciplines and acquiring information.

Objectives: The student will be able to:

- Reinforce and further knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

4. Goal: Participating in multilingual communities at home and around the world.

Objectives: The student will be able to:

- Use the language both within and beyond the school setting.
- Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

MAJOR (CORE COURSES)

FRE	302	Introduction to French Literary Texts
FRE	305, 306	Major French Authors I, II
FRE	379	Culture and Civilization
FRE	487	Senior Seminar

Students will choose 18 additional credit hours beyond FRE 101-102.

Students who wish to be certified as French teachers must meet State of Florida requirements.

Minor in French

A minor in French requires a minimum of 21 credit hours with a C or above.

Up to six credits in French will be granted for CLEP upon completion of six credits in residence, according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to six credits in French at the 200-level will be granted to students passing the language and/or litera-

ture Advanced Placement examination with a score of four or more.

Course Descriptions— French Prefix: FRE

101-102 Elementary French I, II (3) (3)

Introduction to French as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; practice in class and in the laboratory in understanding and using the spoken language; reading and writing with progressive grammatical explanations. Language lab component. Prerequisite for FRE 102: FRE 101 or equivalent.

199 Special Topics (3)

Lower division special topic course. Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

203-204 Intermediate French I, II (3) (3)

Intensive oral and written review of the pronunciation and the structures of the French language; recognition and active handling of aural comprehension and oral production; reading and writing. Language lab component. Prerequisite for FRE 203: FRE 102 or equivalent; prerequisite for FRE 204: FRE 203 or equivalent.

250 Conversation and Composition (3)

Diction and fluency in the language; prepared and extemporaneous dialogues and reports on current topics; practice in writing French with accuracy; systematic review of the grammatical principles of the French language; study and practice of French pronunciation with exercises in diction. Language lab component. Prerequisite: FRE 204 or equivalent.

300 Special Topics (3-12)

Content to be determined to fill specific needs or interests.

301 Advanced Conversation, Composition, and Grammar (3)

Intensive study of written and spoken French. Development of skills to facilitate spontaneity of expression. Practice in contemporary usage through selected readings. Prerequisite: FRE 250 or equivalent.

302 Introduction to French Literary Texts (3)

Introduction to French literature through close reading and discussion of selected works chosen from representative genres. Includes compositions, conversation, and introduction to literary criticism. Conducted in French. Prerequisite: FRE 250 or equivalent.

303 Advanced Conversation (3)

Development of advanced speaking skills, prepared dialogues, extemporaneous dialogues, reports, skits based on real-life situations, and other projects. For non-native speakers. Prerequisite: FRE 204 or equivalent.

305-306 Major French Authors I, II (3) (3)

Historical survey of French literature from its origins to the twentieth century; representative works from each period. Conducted in French.

317 Commercial French (3)

Introduction to the use of the French language as a means of communication in the world of business. Emphasis on basic commercial terminology, documentation and correspondence. Areas such as advertising, trade, banking and finance will be investigated in this course. Conducted in French.

325 Introduction to Translation (3)

Emphasis on basic principles of translation and interpretation. Techniques and resources for professional translation.

326 Introduction to Interpretation (3)

Emphasis on basic principles of interpretation. Techniques and resources for professional interpretation.

379 Culture and Civilization (3)

Historical survey of the life and culture of the French people. Conducted in French. Prerequisite: FRE 250 or equivalent.

380 Contemporary Culture and Civilization (3)

Survey of the life and culture of the French people of the twentieth century. Panorama of contemporary French intellectual and artistic achievements. Conducted in French. Prerequisite: FRE 250 or equivalent.

400 Twentieth-Century Cinema (3)

Study of the development of the French cinema from 1895 to the present. Film will be studied as an art form and as an expression of the society that produces it. Developments from the silent era, through sound, to contemporary technical achievements will also be analyzed.

440 Classicism (3)

Classical and baroque in French seventeenth-century literature; themes and structures in works of the principal figures of the day, such as Descartes, Corneille, Pascal, Molière, Racine, Mme. de Sevigné, La Fontaine, and La Bruyère.

444 Eighteenth-Century Literature (3)

Focus on eighteenth-century French literature; themes and structures in the works of the principal literary figures of the century.

445 Nineteenth-Century Literature (3)

Study of themes and structures in the works of the principal literary figures of the nineteenth century, from Chateaubriand to Mallarmé.

460 Contemporary Literature (3-6)

Main currents of thought and choices in literary style among contemporary authors.

461 Twentieth-Century Theatre (3-6)

Plays and dramatic theories of representative dramatists of the twentieth century.

476 Methods of Teaching Foreign Languages: K-12 (3)

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans. Analysis of modern texts, tests and materials; use of the language laboratory.

487 Senior Seminar (1-3)

A study of the interrelations of French language and literature with the other liberal arts.

499 Internship (3-6)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

SPANISH (B.A.)

Students are placed in Spanish classes according to their level of proficiency. The Spanish program provides students with proficiency in the four basic skills—listening, speaking, reading, and writing—and gives them a deeper understanding of the Hispanic culture. It aims to prepare Spanish majors not only to teach, but also to broaden their career opportunities in career areas such as translation and interpretation, diplomatic service, international business and industry, social welfare, law, allied health communications and services, among others.

The Spanish major consists of a minimum of 31-33 credits.

The minimum grade of C is required in all major and minor courses.

At the end of the program, Spanish majors must satisfactorily complete a comprehensive examination that includes an oral component.

Goals and Objectives:

The foreign language curricula at Barry University have the following goals and objectives:

1. Developing communication skills in languages other than English.
2. Knowledge and understanding of other cultures.

3. Connecting with other disciplines and acquiring information.
4. Developing insights into the nature of language and culture.
5. Participating in multilingual communities at home and around the world.

Students who wish to be certified as Spanish teachers must meet State of Florida requirements.

Spanish students are placed according to their level of proficiency and background in one of the following tracks:

**Track I
(for non-natives learning the language)****Required Courses:**

SPA	101, 102	Elementary Spanish I, II
SPA	203, 204	Intermediate Spanish I, II
SPA	304	Advanced Spanish
SPA	307	Advanced Conversation
SPA	315, 316	Reading and Writing I, II
SPA	317	Commercial Spanish
SPA	320	Structural Analysis of Spanish and English (Permission of instructor required)

**Track II
(for students from a Hispanic background with no formal training in the language)****Required Courses**

SPA	315, 316	Reading and Writing I, II
SPA	317	Commercial Spanish
SPA	320	Structural Analysis of Spanish and English (Permission of instructor required)

And, when sufficiently advanced, any Special Topic (300), or other literature courses.

**Track III
(for native speakers or non-natives with near-native fluency)**

33 credits selected from the following after consultation with an advisor

SPA	300	Special Topics
SPA	315, 316	Reading and Writing I, II
SPA	317	Commercial Spanish
SPA	320	Structural Analysis of Spanish and English
SPA	325	Introduction to Translation
SPA	326	Introduction to Interpretation
SPA	355, 356	Major Spanish Authors I, II
SPA	359/459	Independent Study
SPA	360, 361	Major Latin-American Authors I, II
SPA	366	The Hispanic-American Novel
SPA	440	Spanish Literature of the Golden Age
SPA	443	Twentieth-Century Spanish Literature
SPA	447	Contemporary Spanish-American Fiction

SPA 476 Methods of Teaching Foreign Languages, K-12

Students will choose six additional credit hours according to their proficiency. Spanish 101 and 102 do not count towards the major.

Up to six credits in Spanish will be granted for CLEP upon completion of six credits in residence, according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to six credits in Spanish at the 200- level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

Minor in Spanish

The Spanish minor is available under two options: a) a general minor consisting of 21 credit hours in Spanish and b) the Certificate Program in Translation and Interpretation consisting of 21 to 27 credit hours.

CERTIFICATE PROGRAM IN TRANSLATION AND INTERPRETATION

Required courses:

SPA 315	Reading and Writing I	3
SPA 316	Reading and Writing II	3
SPA 320	Structural Analysis of Spanish and English	3
SPA 325	Introduction to Translation	3
SPA 326	Introduction to Interpretation	3
SPA 425	Advanced Techniques of Translation	3
SPA 426	Advanced Techniques of Interpretation	3
		21

Recommended courses:

SPA 499	Internship	3-6
Total:		24-27

Course Descriptions— Spanish Prefix: SPA

101, 102 Elementary Spanish I, II (3) (3)

Introduction to Spanish as a spoken and written language; conversation, with emphasis on a practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations. Language lab attendance required.

199 Special Topics (3)

Lower division special topic course. Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

203, 204 Intermediate Spanish I, II (3) (3)

Intensive oral and written review of Spanish pronunciation and grammatical patterns, as well as reading and writing. Language lab attendance required. Prerequisite: SPA 102 or equivalent.

300 Special Topics (3-12)

Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

304 Advanced Spanish (3)

Focus on the intensive study of the written and spoken language. Practice of advanced skills will be provided to facilitate spontaneity of expression. For non-native speakers.

307 Advanced Conversation (3)

Development of speaking skills. Prepared and extemporaneous dialogues, reports, skits on real-life situations, and other projects. For non-native speakers. Prerequisite: SPA 204 or equivalent.

315, 316 Reading and Writing I, II (3) (3)

Readings in Spanish as well as study of grammar and spelling. Techniques of composition. For native and non-native speakers with command of the language.

317 Commercial Spanish (3)

Introduction to the correct use of the Spanish language as a tool for international trade. Emphasis placed on commercial terminology, documentation and correspondence. Areas such as advertising, foreign trade, transportation, banking, and finance will also be investigated in this course.

320 Structural Analysis of Spanish and English (3)

Introduction to comparative and contrastive analysis of Spanish and English with an overview of the history of the Spanish language. This course is required for students of translation and interpretation and for those who plan a career in language teaching.

325 Introduction to Translation (3)

Emphasis on basic principles of translation. Techniques and resources for professional translation.

326 Introduction to Interpretation (3)

Emphasis on basic principles of interpretation. Techniques and resources for professional interpretation.

333 Spanish Culture (3)

Survey of the life and culture of the Spanish people.

335 Hispanic-American Culture (3)

Survey of the life and culture of the Hispanic-American peoples.

355, 356 Major Spanish Authors I, II (3) (3)

Historical survey of Spanish literature from its origins to the twentieth century. Representative works of each period.

359/459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Approval of Department Chair and Dean.

360, 361 Major Latin American**Authros I, II (3) (3)**

Historical survey of Hispanic-American literature from its origins to the twentieth century. Representative works of each period.

366 The Hispanic-American Novel (3-6)

Selected readings, discussion, and analysis of major Hispanic-American novels.

425 Advanced Techniques of Translation (3)

Advanced methods and tools for professional translating. Prerequisite: SPA 325 or equivalent.

426 Advanced Techniques of Interpretation (3)

Advanced methods and tools for professional interpreting. Prerequisite: SPA 326 or equivalent.

440 Spanish Literature of the Golden Age (3-6)

Selected readings, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.

443 Twentieth Century Spanish Literature (3-6)

Selections from the poetry, prose, and drama of the twentieth century.

447 Contemporary Hispanic-American Fiction (3-6)

Selected readings, discussions, and analysis of the principal trends and authors of Hispanic-American contemporary fiction.

476 Methods of Teaching Foreign Languages: K-12 (3)

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans. Analysis of modern texts, tests and materials; use of the language laboratory.

487 Senior Seminar (1)

A study of the interrelations of literature with the other liberal arts.

499 Internship (3-6)

Practical experience within a professional setting. Prerequisite: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

NON-DEGREE PROGRAMS**CHINESE****Course Descriptions—
Chinese Prefix: CHI****300 Special Topics (3-12)**

Contents to be specified by the department of English and Foreign Languages according to the interests and needs of faculty and/or students. Under CHI 300, Special Topics, the course listed below will be offered.

Chinese Culture and Civilization (3)

This course will provide a general survey of ancient China as well as of modern China. Emphasis will be placed on the first emperor of China, the last emperor of China, the Tang Dynasty, the founding of the Republic of China, and the establishment of the People's Republic. The course will touch upon the unique transfer of a Communist society's movement into the modern world: changing economic structure, foreign policy, medicine, art, education, and social mores (e.g., divorce, juvenile delinquency, etc.).

ITALIAN**Course Descriptions —
Portuguese Prefix: ITA****101 Elementary Italian I (3)**

Introduction to Italian as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations, practice in class in understanding and using the spoken language and reading and writing.

PORTUGUESE**Course Descriptions —
Portuguese Prefix: POR****101, 102 Elementary Portuguese I, II (3) (3)**

Introduction to Portuguese as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations, practice in class in understanding and using the spoken language and reading and writing. Language lab attendance required.

DEPARTMENT OF FINE ARTS

Art, Photography, Music, Theater, Dance

Derna M. Ford, M.M.Ed., Chair

Faculty: Althouse, Curreri, Houston, Lizama, Neal, Solla.

ART (B.F.A., B.A.)

The Art program prepares majors for their future lives as professional artists or art educators and for advanced study at the graduate level. The classes are designed to foster individual growth in an integrated academic and studio environment. Courses are recommended for non-majors who wish to enrich their lives and develop new skills and for students who wish to minor in Art.

The Fine Arts major offers two degree programs: The Bachelor of Fine Arts (B.F.A.) (60 credits) and the Bachelor of Arts (B.A.) (39 credits).

Students may obtain a minor in Art by completing 21 credits in any art and/or art history courses.

B.F.A. in Art

Art Major	60 cr.
Distribution	45 cr.
General Electives	15 cr.
TOTAL	120 cr.

B.A. in Art

Art Major	39 cr.
Minor	21 cr.
Distribution	45 cr.
General Electives	15 cr.
TOTAL	120 cr.

Following are more detailed descriptions of the above curricula.

BACHELOR OF FINE ARTS (B.F.A.)

The Bachelor of Fine Arts (B.F.A.) is a 60-credit program which provides extensive exposure to the various 2- and 3-dimensional visual arts mediums. Students are encouraged to develop creativity, self-expression and technical skills in all areas. The B.F.A. consists of the Art core (21 cr.), a 15 credit concentration in one studio area (see B.A. tracks), a minimum of 18 credits in art and photography electives and 6 additional credits in art history.

(B.F.A.) CORE COURSES 21 credits required

ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 140	Intro to Ceramics	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 487	Professional Practices in Art	3 cr.

ART ELECTIVES 33 credits required

ART 102A	Figure Drawing	3 cr.
ART 141	Basic Handbuilding	3 cr.
ART 199	Special Topics	3 cr.
ART 241	Basic Potter's Wheel	3 cr.
ART 260	Basic Painting I	3 cr.
ART 265	Basic Painting II	3 cr.
ART 300	Special Topics	3 cr.
ART 341	Glaze and Clay Calculations	3 cr.
ART 342	Intermediate Handbuilding I	3 cr.
ART 343	Intermediate Handbuilding II	3 cr.
ART 344	Intermediate Potter's Wheel I	3 cr.
ART 345	Intermediate Potter's Wheel II	3 cr.
ART 359	Independent Study	3 cr.
ART 360	Intermediate Painting I	3 cr.
ART 363	Intermediate Drawing I	3 cr.
ART 364	Intermediate Drawing II	3 cr.

ART 365	Intermediate Painting II	3 cr.
ART 376	Art in the Elementary School	3 cr.
ART 441	Advanced Ceramics I	3 cr.
ART 442	Advanced Ceramics II	3 cr.
ART 459	Independent Study	3 cr.
ART 460	Advanced Painting I	3 cr.
ART 463	Advanced Drawing I	3 cr.
ART 464	Advanced Drawing II	3 cr.
ART 465	Advanced Painting II	3 cr.
ART 476	Methods in Art Education	4 cr.
ART 492	Workshop	1-3 cr.
ART 499	Internship	3-12 cr.
PHO XX	Any Photography Course (except PHO 173)	cr.

ART HISTORY 6 credits required

PHO 311	Hist of Art: Photography	3 cr.
ART 321	Contemporary Art	3 cr.
ART 409	Hist of Art: Renaissance	3 cr.
ART 410	Hist of Art: 19th Century Europe	3 cr.

BACHELOR OF ARTS (B.A.)

The Bachelor of Arts is a 39-credit program which provides a concentration in painting and drawing, ceramics, or computer graphics. Groupings of related courses in the list of art electives have been organized into tracks to assist students with selecting courses relative to the individual's interests and goals. The B.A. consists of the fine arts core (21 cr), an additional 3 credits in art history, and 15 credits in ART studio courses. More detailed descriptions of the tracks in painting and drawing; ceramics; and computer graphics follow:

The Bachelor of Arts Painting/Drawing track was designed to meet the needs of students who are specifically interested in exploring these traditional media. The various course offerings will provide the students with a full and satisfying experience in painting and drawing.

(B.A.) Painting/Drawing

Art Core (see B.F.A.)	21 cr.
Art History	3 cr.
Painting and/or Drawing electives (see below)	15 cr.

(B.A.) Painting Track

Art Core (see B.F.A.)	21 cr.	
Art History	3 cr.	
Painting Electives	15 cr.	
ART 260	Basic Painting	3 cr.
ART 265	Basic Painting II	3 cr.
ART 359	Independent Study	3 cr.
ART 360	Interm. Painting I	3 cr.
ART 365	Interm. Painting II	3 cr.
ART 460	Advanced Painting I	3 cr.
ART 465	Advanced Painting II	3 cr.

(B.A.) Drawing Track

Art Core (see B.F.A.)	21 cr.	
Art History	3 cr.	
Drawing Electives	15 cr.	
ART 102A	Figure Drawing	3 cr.
ART 359	Independent Study	3 cr.
ART 363	Interm. Drawing I	3 cr.
ART 364	Interm. Drawing II	3 cr.
ART 459	Independent Study	3 cr.
ART 463	Advanced Drawing I	3 cr.
ART 464	Advanced Drawing II	3 cr.

The Ceramics track will enable the student to explore and experiment with a variety of clay and glaze techniques. The combination of hands-on courses and inspired play will encourage creativity, discipline, and individual self-expression.

Ceramics Track

Art Core (see B.F.A.)	21 cr.	
Art History	3 cr.	
Ceramics Electives	15 cr.	
ART 141	Basic Handbuilding	3 cr.
ART 241	Basic Potter's Wheel	3 cr.
ART 341	Clay and Glaze Calc.	3 cr.
ART 342	Intermediate Handbuilding I	3 cr.
ART 343	Intermediate Handbuilding II	3 cr.
ART 344	Intermediate Potter's Wheel I	3 cr.
ART 345	Intermediate Potter's Wheel II	3 cr.
ART 441	Advanced Ceramics I	3 cr.
ART 442	Advanced Ceramics II	3 cr.

The Computer Imaging track combines the creative and technical aspects of fine arts. This track will prepare the student to enter the world of commercial art with a full fine arts background and the latest knowledge of computer graphics programs.

Computer Imaging Track

Art Core (see B.F.A.)	21 cr.	
Art History	3 cr.	
PHO 203	Black and White Photography	3 cr.
PHO 303	Intermediate Photography	3 cr.
PHO 304	Color Photography	3 cr.
PHO 305	Computer Imaging I	3 cr.
PHO 405	Computer Imaging II	3 cr.
PHO 406	Computer Imaging III	3 cr.
ART 499	Internship	3 cr.
ART	Elective	3 cr.
TOTAL		120 cr.

Graduation Requirements

The minimum grade of C is required in all major and minor courses. To demonstrate high professional standards, graduating art majors earning the B.F.A. or the B.A. degree must participate in a senior exhibition. This also fulfills the University requirements for

an integrative experience. Juniors must pass a faculty review before preparing for their senior exhibition. All students must enroll in the senior capstone course during their senior year.

Upon completion of their senior exhibition, students are required to provide the department with a complete set of slides of their exhibition work. The University also reserves the right to reproduce and publish student works.

Students will retain the copyright of their work.

For additional course descriptions, see Photography.

Course Descriptions— Art Prefix: ART

101A Basic Drawing (3)

Introduction to basic drawing materials, techniques, and concepts focusing on still life as subject matter. (Special fee)

101B 2-D Design (3)

Introduction to basic two-dimensional design concepts, theory and techniques through the study of the principles and elements of art. Color theory and linear perspective will be introduced. (Special fee)

102A Figure Drawing (3)

The study of the structure, anatomy, and expressive design of the human form using a variety of drawing media and techniques. Prerequisite: ART 101A. (Special fee)

102B 3-D Design (3)

Introduction to the theory, concepts, and creation of three-dimensional art through a variety of building processes, materials, and techniques. (Special fee)

140 Introduction to Ceramics (3)

This course introduces the student to handbuilding and pottery techniques. A variety of glazing techniques will be used. (Special fee)

141 Basic Handbuilding (3)

Introduction to clay as an art medium; handbuilding techniques of clay forming, including basic glazing and firing instruction. (Special fee)

199 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (Special fee for studio courses)

241 Basic Potter's Wheel (3)

Introduction to basic wheel-throwing techniques on the potter wheel. Students will also be introduced to glazing wheel thrown pieces. (Special fee)

260 Basic Painting I (3)

Introduction to the painting medium with a foundation of basic color theory, application, and techniques. (Special fee)

265 Basic Painting II (3)

A continuation of the study of basic painting materials and techniques with emphasis on the seeing and painting of value, color, and composition. Prerequisite: ART 260. (Special fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (Special fee for Studio courses)

312 Experiencing Art (3)

An art appreciation course that will teach students the process of visually analyzing art. Students will integrate the process of "learning how to see" with an understanding of the elements of design and drawing. This may be accomplished by the completion of various art experiences, visits to museums, viewing of slides and films, etc.

314 Art Appreciation (3)

A broad introduction to the nature, vocabulary, and media of art with a concentration in contemporary art.

319 History of Western Art I (3)

The study of Western Art History from prehistoric times through the Middle Ages.

320 History of Western Art II (3)

The study of Western Art History from the Renaissance period through the nineteenth century to modern art.

321 Contemporary Art (3)

A look at mixed media painting, craft, and performance art from 1960 up to the present.

322 Twentieth-Century American Art (3)

The evolution of American art within the context of important social, historical, and intellectual events. Stylistic developments and artistic movements developed since 1910 in painting, sculpture, and architecture.

341 Glaze and Clay Calculation (3)

Investigation of the properties of various claybodies and their relationship to form, plus study of different glazes and their temperature ranges. Prerequisite: ART 242 or 342. (Special fee)

342 Intermediate Handbuilding I (3)

A continuation of study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141. (Special fee)

343 Intermediate Handbuilding II (3)

A continuation of study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141, 342 (Special fee)

344 Intermediate Potter's Wheel I (3)

Refinement of wheel throwing techniques; greater participation in kiln firing cycles. Prerequisite: ART 241. (Special fee)

345 Intermediate Potter's Wheel II (3)

Refinement of wheel throwing techniques; greater participation in kiln firing cycles. Prerequisite: ART 241, 334. (Special fee)

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Prerequisite: Dean and Department Chair approval. For majors only. (Special fee)

360, 365 Intermediate Painting I,II (3) (3)

Intermediate study of the painting medium with emphasis on concepts, styles, and techniques. Prerequisite: ART 265. (Special fee)

363 Intermediate Drawing I (3)

A continuation of the study of still life drawing concepts with emphasis on color drawing materials and techniques. Prerequisite: ART 102A. (Special fee)

364 Intermediate Drawing II (3)

A continuation of the study of the human form in student's preferred media and techniques. Prerequisite: ART 102A. (Special fee)

376 Art in the Elementary School (3)

Aims and procedures in the development of creative expression in elementary school children; includes practice and experimentation in various suitable media. Education majors only. (Special fee)

409 History of Art: The Renaissance (3)

Art and architecture of the Renaissance in relation to the political and social structures of the 15th and 16th centuries in Italy.

410 History of Art: 19th Century European Art (3)

Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in European art and architecture studies in relation to political and intellectual developments.

441 Advanced Ceramics I (3)

Advanced projects and techniques with instruction on an individual basis to suit the student's needs. Prerequisite: ART 341 or 342. (Special fee)

442 Advanced Ceramics II (3)

Advanced projects and techniques with instruction on an individual basis to suit the student's needs. Prerequisite: ART 341 or 342. (Special fee).

450 Collage (3)

The study of the collage medium of two dimensional art made by pasting together varying materials on a flat surface. Prerequisites: ART 101A, 101B, 260, or PHO 203 (Special fee).

460, 465 Advanced Painting I, II (3) (3)

Advanced painting problems with special emphasis on the development of individual expression, concept, materials, and philosophies; instruction is on an individual basis to suit the student's needs. Prerequisite: ART 365. (Special fee)

463, 464 Advanced Drawing I, II (3) (3)

Advanced drawing problems with special emphasis on the development of individual expression, concept, materials, and philosophies; instruction is on an individual basis to suit the student's needs. Prerequisite: ART 363 for 463 and ART 364 for 464 (Special fee)

476 Methods in Art Education (4)

Philosophy, curriculum, and methods pertinent to the development of creative expression for students in grades 1-12; practice in formulating aims, preparing materials, demonstrating processes, evaluating and displaying work done in the classroom situation. Required for certification in grades K-12.

487 Professional Practices in Art (3)

Exhibition techniques, shooting slides, preparing resumes, and other activities. This course will help launch seniors into graduate school and/or the art world. Prerequisite: graduating senior in Fine Arts.

492 Workshop (1-3)**497 Senior Seminar****499 Internship (3-12)**

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required. Note: All photography courses with PHO prefix satisfy art studio elective requirements. Descriptions of the photography courses are listed in the photography section.

PHOTOGRAPHY (B.F.A.) (B.A.)

The major in Photography offers two degree programs: the Bachelor of Fine Arts (B.F.A.), requiring a minimum of 60 credits in photography and other art-related courses, and the Bachelor of Arts (B.A.), which requires a minimum of 39 credits in Photography. A Photography Certificate is also available for non-degree-seeking students.

To demonstrate high professional standards, graduating Photography majors earning the B.F.A. or B.A. degrees (except in Biomedical and Forensic Photography) must participate in a senior exhibition. Senior's must also enroll in PHO 497 Senior Seminar. This also fulfills the University's requirement for an integrative experience. Juniors must pass a faculty review before preparing for their senior exhibition.

B.F.A. in Photography

Photography major	60cr. min.
Liberal arts dist.	45 cr.*
General electives	0-15 cr.
Total for graduation	120 cr.

B.A. in Photography

Photography major	39cr.min.
Liberal arts dist.	45 cr.*
General electives	0-15cr.
Minor	21 cr.
Total for graduation	120 cr.

Minor in Photography 21 cr.

Photography Certificate 30 cr.

*includes 6 credits Art History to satisfy Art Distribution requirements.

Following are more detailed descriptions of the above curricula:

BACHELOR OF FINE ARTS (B.F.A.) PHOTOGRAPHY 60 credit min.

The B.F.A. Photography major gains extensive experience in the discipline of photography, and creatively uses the photographic image as a vehicle for self-expression and visual communication. B.F.A. students must demonstrate the highest degree of creative thinking, technical skills, and professionalism in utilizing the medium of photography in the context of fine art. To be accepted into the B.F.A. photography program, students must submit original photographic work for juried faculty review.

The B.F.A. in photography consists of 30credits of the photography core, a minimum of 30credits of photography (and art).

Photography Core		30 credits
ART	101B -D Design	3
PHO	203 Basic Photography	3
PHO	303 Intermediate Photography	3
PHO	304 Color Photography	3
or PHO	307 Color Processes	3
PHO	305 Computer Imaging I	3
PHO	306 Lighting Techniques	3
or PHO	308 Studio Lighting	3
PHO	311 History of Art: Photography	3
PHO	404 Advanced Photography	3
PHO or ART	Any Art History	6

Photography Electives		30 credits min.
PHO	199 Special Topics in Photography	3
COM	214 TV Production	3
PHO	300 Special Topics in Photography	3
COM	301 Studio Practicum	2
PHO	307 Color Processes	3
PHO	308 Studio Lighting	3
PHO	309 Pinhole Photography	3
PHO	310 Manipulative Photography	3
COM	314 Advanced TV Production	3
PHO	315 Photojournalism	3
PHO	359 Independent Study	3
PHO	394 Photography Practicum I	1-3
COM	401 Studio Practicum	1
PHO	405 Computer Imaging II	3
PHO	406 Computer Imaging III	3
PHO	407 View Camera	3
PHO	408 Large Format Photography	3
PHO	459 Independent Study	3
PHO	494 Photography Practicum II	1-3
PHO	499 Photography Internship (except Biomed)	3
ART	— Any Art courses (except ART 314, 376, 476)	

BACHELOR OF ARTS (B.A.) PHOTOGRAPHY 39 credit min.

The B.A. Photography major must successfully complete 30 credits of the photography core, plus a minimum of nine to twelve credits of photography electives. Groupings of related courses in the list of photography electives have been organized into tracks to assist students with selecting courses which are relative to the individual's interests and educational goals. More detailed descriptions of the tracks in Creative Photography, Computer Imaging, Photo/Communication, and Biomedical and Forensic Photography follow.

The **Creative Photography track** is a combination of courses which encourage originality, self expression, creative thinking and experimentation within the discipline of photography.

Photography Core (see B.F.A.)		30 credits
Creative Photography Electives		9 credits min.
PHO	307 Color Processes	3
PHO	308 Studio Lighting	3

PHO	309	Pinhole Photography	3
PHO	310	Manipulative Photography	3
PHO	359	Independent Study	3
PHO	394	Practicum I: Creative	1-3
PHO	407	View Camera Photography	3
PHO	408	Large Format Photography	3
PHO	494	Practicum II: Creative	1-3

The **Computer Imaging track** combines the creative, technical, and commercially oriented photography electives of both still photography and digital imaging to facilitate the student's entry into the photographic workplace. Computer photographic manipulation is fast becoming a major component in photographic processes.

Photography Core (see B.F.A.) 30 credits

Computer Imaging Electives 9 credits min.

PHO	307	Color Processes	3
PHO	315	Photojournalism	3
PHO	394	Practicum I: Computer	1-3
PHO	405	Computer Imaging II	3
PHO	406	Computer Imaging III	3
PHO	407	View Camera Photography	3
PHO	408	Large Format Photography	3
PHO	494	Practicum II: Computer	1-3
PHO	499	Imaging Internship	3

The **Photo/Communication track** is designed for students with an interest in both still and moving (video) photography. The study of still photography is combined with video production offered by the Department of Communication, and adds the dimension of time and motion to the students' photographic education.

Photography Core (see B.F.A.) 30 credits

Photo/Communication Electives 9 credits min.

COM	214	TV Production	3
COM	301	Studio Practicum	2
COM	314	Advanced TV Production	3
PHO	315	Photojournalism	3
COM	401	Studio Practicum	1
PHO	499	Photo/Comm. Internship	3

The **Biomedical and Forensic Photography track** is for students with a combined interest in photography, biology, and/or criminal justice. An integral part of this program is a six month intensive internship at the Dade County Medical Examiner's Department Forensic Imaging Bureau to be completed as the final requirement for graduation. Acceptance into this internship will be determined through a sophomore year interview/portfolio review with the Director of the Biomedical and Forensic Photography program. This internship fulfills the University's requirement for an integrative experience.

Photography Core (see B.F.A.) 30 credits
Biomedical and Forensic Internship (PHO 499) 12 credits

Co-requisites: 19-20 credits

BIO	120	Biology Overview	3
BIO	220	Intro. to Human Anatomy	4
CRM	200	Introduction to Criminology	3
BIO and/or CRM 300 level electives			9-10

PHOTOGRAPHY CERTIFICATE 30 credits

Individuals wishing to study only photography without having to complete the University's other academic requirements, and who are not interested in earning an academic degree may enroll as non-degree-seeking students. Non-degree-seeking students have the option of earning a Photography Certificate by successfully completing 30 credits of PHO Photography courses with a minimum grade of C. Please refer to admissions policies for non-degree students.

For course descriptions of the above B.F.A. and B.A. courses, see PHO, ART, COM, and BIO.

**Course Description—
Photography Prefix: PHO**

173 Basic Camera (3)

A photography course for those with little or no experience desiring a thorough introduction to adjustable camera operation. Usage of films, shutter speed, aperture, depth of field, lenses, and filters will be explored through lecture, homework, and field trips. (No darkroom work)

203 Basic Photography (3)

An introduction to photography with emphasis placed upon technical, aesthetic, and historical perspectives of this fine art medium. Camera and black and white darkroom procedures are explored. Adjustable camera required, limited number of rental cameras available. (Special fee)

303 Intermediate Photography (3)

Projects involving abstraction and character-portraits allow the student to creatively refine techniques of basic photography; new areas such as hand coloring, toning, high contrast ortho film and solarization are explored. Prerequisite: PHO 203. (Special fee)

304 Color Photography (3)

Introduction to printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative usage of color and quality color printing techniques. Prerequisite: PHO 303. (Special fee)

305 Computer Imaging I (3)

Students explore the usage of the computer to make and manipulate photographic images. Tools and techniques include color balancing, painting, cloning, text, and making composite photographs. Prerequisite: CAT 101 or 102 or equivalent. (Special fee)

306 Lighting Techniques (3)

An exploration of the essence of photography: Light. Projects involve usage of natural, available, incandescent and studio strobe lighting. Prerequisite: PHO 303. (Special fee).

307 Color Processes (3)

An exploration of various color processes including printing from color negatives and printing from color transparencies (slides). Prerequisite: PHO 303. (Special fee)

308 Studio Lighting (3)

Lighting has been a vital element in painting, drawing, and photography throughout history. Artificial lighting provides new creative tools which may offer photographers avenues for original and inventive solutions to visual problems. Students will be exposed to the workings of a photographic lighting studio. Projects will involve using monolights, power pack strobes and on camera strobes, with studies of various types of lighting which characterize the styles of contemporary artists as well as those of the past. Prerequisite: PHO 303. (Special fee)

309 Pinhole Photography (3)

Students construct cardboard cameras which produce high quality photographs through usage of black and white paper negatives and positives. Sepia toning, hand coloring, and matting will also be included. (Special fee)

310 Manipulative Photography (3)

A course designed for students wishing to explore alternative methods of making and displaying photographic images. Prerequisite: PHO 303. (Special fee)

311 History of Art/Photography (3)

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

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: PHO 203. (Special fee) (Also JOU 315)

394 Photography Practicum I (1-3)

Practical development of photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 303 and permission of Department Chair.

404 Advanced Photography (3)

Advanced student works on an independent project; emphasis on the development of one's personal form of expression within the student's area of interest. This course will also introduce the student to professional practices and procedures of the photo/art world to assist the students to professionally organize and mar-

ket their work. To be taken students senior year in preparation for their senior exhibition. The university reserves the privilege of retaining one piece from the students exhibition for the purpose of publication or as part of the University's permanent collection Prerequisite: PHO 303. (Special fee)

405 Computer Imaging II (3)

Refined study of digital manipulation of photographic images. More complex layer techniques, paths, video capture, panoramas, photo retouching, and stereoscopic imaging are explored. Prerequisite: PHO 305. (Special fee)

406 Computer Imaging III (3)

Advanced imaging techniques utilizing photography, illustration, and layout software. The course focuses upon proficiency in working with equipment and software combined with creativity to produce a quality portfolio. Prerequisite: PHO 305. (Special fee)

407 View Camera (3)

Projects provide exploration of the view camera plus introduce studio/strobe lighting techniques. Student's photographic experiences are broadened through take-home access to the University's view cameras. Prerequisite: PHO 303. (Special fee)

408 Large Format Photography (3)

Perspective and scale are important factors to be considered when two-dimensional art is being created. In this course perspective and depth of field are manipulated with the view camera's unique controls to provide students with additional creative options. Large scale printing in either black and white and/or color introduces the important element of scale into the students' portfolios of original images. Prerequisite: PHO 303. (Special fee)

497 Senior Seminar (1)

This senior course integrates and interrelates the discipline of Photography with the other disciplines of the Fine Arts department, as well as with the various components of the distribution requirements.

494 Photography Practicum II (1-3)

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

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. For Photography majors in the Biomedical/Forensic track, six-month internship at Dade County Medical Examiners Department Forensic Imaging Bureau. Prior approval of Department Chair and Dean required.

MUSIC (B.M.)

Programs are offered leading to the Bachelor of Music degree in Applied Music with a concentration in Voice (classical or musical theater-popular), Guitar (classical or popular), and Piano. A minor in Music is also offered. Music and Theater collaborate on the B.A. and the B.F.A. in Musical Theater.

All prospective majors must audition in person or submit a video performance including two contrasting selections on their primary instrument. An audition appointment will be scheduled at the time of application.

The minimum grade of C is required in all major and minor courses.

Music Minor

The minor in Music requires completion of a minimum of 22 credits including MUS 109, 110, and choice of two of the four Music History courses; two semesters of; six credits in Applied Music; plus two elective credits.

Performing ensembles include a one-hundred-voice chorale, and the Barry Chamber Singers, a small auditioned ensemble of students piano and guitar ensembles, and a pep band. Must be auditioned.

All prospective minors must audition or submit a video illustrating skill and/or potential on their primary instrument. This should be scheduled at the time of application.

Programs of Study

B.M. in Vocal Performance (Classical or Musical Theater/Popular)

Music Major	60 cr. Min
Liberal Arts distr.	60 cr.
General electives	1-2 cr.
Total for graduation	120 cr.

B.M. in Piano Performance

Music Major	60 cr. Min
Liberal Arts distr.	60 cr.
Total for graduation	120 cr.

B.M. in Guitar Performance (Classical or Popular)

Music Major	60 cr. Min
Liberal Arts distr.	60 cr.
Total for Graduation	120 cr.

Minor in Music 22 credits

ADDITIONAL REQUIREMENTS

Applied majors have the option of a shared recital in the junior year and must give a full recital in the senior year.

All majors are required to attend a designated number of concerts and forums.

A Departmental Comprehensive Examination must be successfully completed during the final semester.

BACHELOR OF MUSIC

The B.M. major is given professional training in musical skills with an emphasis on performance. This is complemented by studies in the liberal arts. The program encourages individuals in their musical growth, nurtures leadership qualities, and because of small classes, provides many and varied opportunities for the student to perform from the first year of study through graduation.

The B.M. in music consists of 37 credits of the music core and 23 credits of music, language, dance and acting.

MUSIC CORE	37 credits
MUS 109 Theory I	3 cr.
MUS 110 Theory II	3 cr.
MUS 211 Theory III	3 cr.
MUS 212 Theory IV	3 cr.
Applied Music	16 cr.
Music History from the following	9 cr.
MUS 326 Electronic Music	3 cr.
MUS 327 History: Baroque & Classical	3 cr.
MUS 328 History: Romantic	3 cr.
MUS 329 History: Twentieth Century	3 cr.

Bachelor of Music

Vocal Performance Tracks

Classical	
Music Core	37 cr.
Survey Vocal Lit.	1 cr.
Interpretation: Vocal Repertoire	1 cr.
Chamber Ensemble	4 cr.
Piano	4 cr.
Basic Conducting	2 cr.
Techniques	1 cr.
Chorale	3 cr.
Senior Seminar	1 cr.
Performance workshop	6 cr.
Musical Theater-Popular	
Music Core	37 cr.
Musical Theater Hist. I	3 cr.
Musical Theater Hist. II	3 cr.
Chamber Ensemble	3 cr.
Piano	3 cr.
Basic Conducting	2 cr.
Techniques	1 cr.
Chorale	2 cr.
Senior Seminar	1 cr.
Dance	2 cr.
Acting	3 cr.

Piano Performance Track

Music Core
 Piano Literature
 Sight Reading for the Piano
 Accompaniment
 Piano Ensemble
 Piano Pedagogy
 Senior Seminar
 Choral Ensemble
 Basic Conducting
 Techniques

Guitar Performance Tracks**Classical**

Music Core
 Ensembles
 Classical
 Baroque
 Chamber
 20th Century
 Class Piano
 Techniques
 Basic Conducting
 Senior Seminar
 Music Electives

Popular

Music Core
 Ensembles
 Classical
 Jazz
 Reading Workshop
 Electronic
 Popular/Jazz Keyboard Class
 Percussion Techniques
 Basic Conducting
 Intro to the Music Business
 History of Jazz
 History of Rock
 Senior Seminar
 Music Electives

**Course Descriptions—
Music Prefix: MUS****108A Rudiments of Music (3)**

Review of fundamental concepts including notation, rhythm, pitch, and intervals; basic preparation for students wishing to develop music reading skill, may not be applied toward major.

108B Listening to Music (3)

Emphasis on the development of techniques for listening analytically and critically; representative examples drawn from various musical periods.

109 Theory I (3)

Correlated study of the rhythmic and harmonic elements of music; includes ear-training and keyboard work.

110 Theory II (3)

Continued study of the elements of music; presentation of harmonic practice on a historical basis; continued work in ear-training and keyboard.

123 Applied Music (1 or 2)

Private lessons for non-majors; one-half hour private lesson, 1 credit; one hour private lesson, 2 credits; may be repeated for additional credit.

**130 Keyboard Harmony, Jazz, Pop,
Commercial (1)**

Lessons given in a class situation; development of basic keyboard skills.

135, 136 Applied Music (1 or 2)

First and second enrollments on a particular instrument; for Music minors only.

168 Percussion Techniques (1)

Introduction to basic playing and teaching methods

169 Woodwind Techniques (1)

Introduction to basic playing and teaching methods

170 Brass Techniques (1)

Introduction to basic playing.

171 String Techniques (1)

Introduction to basic playing and teaching methods.

180/380 University Chorale (1)

First four semesters of enrollment, 180; fifth and subsequent enrollment, 380.

186/386 Ensemble (1)

Selected ensembles; student may enroll concurrently in two different ensembles.

207 Ear Training and Theory Lab (1)

Introduction to Sightsinging and ear training. Prerequisite: MUS 109 & MUS 110

287/288 Applied Music (1 or 2)

Third and fourth enrollments on a particular instrument; for music minors only.

300 Special Topics (1-3)

Course content designed to fill specific needs or interests.

324 Musical Theater Styles I (3)

A course for the musical theater tracing the evolution of what is essentially an American art from its inception in minstrel shows and river boat entertainments to *Oklahoma!* (Rogers and Hammerstein) and the 1950s.

325 Musical Theater Styles II (3)

A course for the musical theater tracing the evolution of what is essentially an American art from Sondheim to its present status as a major component on the international theater scene.

37 cr.
 4 cr.
 3 cr.
 4 cr.
 4 cr.
 2 cr.
 1 cr.
 2 cr.
 2 cr.
 1 cr.

37 cr.
 8 cr.

2 cr.
 1 cr.
 2 cr.
 1 cr.
 9 cr.

37 cr.
 8 cr.

2 cr.
 1 cr.
 2 cr.
 3 cr.
 3 cr. or
 3 cr.
 1 cr.
 3 cr.

326 Electronic Music (3)

Discussion of the beginnings and evolution of electronic and computer music and its implications in 20th century music.

327 History: Baroque and Classical (3)

Development of styles, including extra-musical influences.

328 History: Romantic (3)

Development of styles, including extra-musical influences.

329 History: Twentieth Century (3)

Development of styles, including extra-musical influences.

332 History of Rock Music (3)

An overview of the derivation and evolution of rock music, with emphasis on style and performers, utilizing a multimedia presentation.

335, 338 Applied Music (1 or 2)

Fifth and sixth semesters of study on a particular instrument; for Music minors only.

359 Independent Study (3)**376 Teaching Music in the Elementary Schools (3)**

Open only to junior and senior Elementary Education majors. This course approaches the actual music classroom situation from the standpoint of the non-music specialist and is meant to prepare general elementary teachers for classroom music teaching.

495 Performance Workshops**497 Senior Seminar****DANCE MINOR**

The Department of Fine Arts offers a minor in Dance. This minor is designed to enrich the liberal arts student with an aesthetic and artistic sensibility to dance. This program addresses dance in its historical, technical, physical, and spiritual dimensions. There are many opportunities to perform and participate in dance workshops and student choreography throughout the year. The goal of the Dance minor is to provide the student with the artistic opportunity to experience dance in its fullness.

A minimum of 21 credit hours in dance including Modern, Jazz, Ballet, Dances of the African Diaspora, Composition and Choreography, Dance Repertory, Dance History and Ballroom Dance, plus 4 dance elective credits is required. All courses must be completed with a C or above. Acceptance into the dance minor program is by audition, interview, and a review of past dance experience. Candidates may audition or submit

video tape. Information concerning format and specific requirements for the video tape will be sent upon request.

Program of Study for Dance Minor

DAN 109, 209, 309 Modern I, II, III	2
DAN 110, 210, 310 Modern/Jazz Dance I, II, III	2
DAN 105, 205 Ballet I, II,	2
DAN 108, 380 Dance Repertory Ensemble (1 or 2)	2
DAN 300 Dances of the African Diaspora	2
DAN 300 Ballroom Dance	2
DAN 220, 320 Dance Composition/ Choreography I, II	2
DAN 429 History and Philosophy of Dance	3
Dance Electives	3
Total credits	21

**Course Descriptions—
Dance Prefix: DAN****108 Theatrical Movement (1)**

A survey of dance forms used in stage productions. Forms to be covered include: jazz, tap, ballet, folk, ballroom, hip hop, line, Latin, and ethnic dances. Appropriate for Theater, Musical Theater, and Physical Education majors.

109, 209, 309 Modern Dance I, II, III (2)

Beginning/Advanced Y An objective approach to modern dance technique. The student will learn movement skills, basic vocabulary, and principles. A development of basic principles of the dance form through learned dance phrases, self-expression in improvisational structures, and discussion of dance viewing.

110, 210, 310 Modern/Jazz I, II, III (2)

Beginning - Advanced jazz dance with exploration of disco jazz, classic jazz, and character jazz dance.

105, 205 Ballet I, II (2)

Study and practice in ballet technique designed to improve strength, flexibility, and an understanding of ballet vocabulary.

180, 380 Repertory Ensemble (1)

Barry University Dance Ensemble Y A faculty directed performing group formulated to enhance presentation skills in dance and dance theater. Prerequisite: Audition.

199/300 S/T (2)

Students will learn Latin dances which are performed in various countries. They will also learn how these dances developed through social change and how they differ according to geographical locations.

300 S/T Dances of the African Diaspora (2)

Theoretical and practical examination of dances of the African Diaspora utilizing body/mind ideologies in order to learn the classic movement vocabulary and investigate individual search for development of characteristics of style.

300 S/T Ballroom Dance (1)

The students will learn various social dances such as waltz, foxtrot, cha-cha, etc. established internationally. The students will learn to participate in and actively support dance within the community. The student will develop a valuable attitude toward dance as a social activity.

305 Ballet III (2)

Study and practice of intermediate-advanced level ballet technique designed to further develop the student's ballet dance technique, and ballet vocabulary, as well as providing an opportunity for dance performance experience.

**220, 320 Dance Composition/
Choreography I, II (2)**

This course investigates the procedures and concepts of dance composition and choreography. Students will learn the process of dance-making through improvisation and learned movement studies. DAN 320 is a continuation of DAN 220 with a more in-depth examination of choreography which culminates in the creation of a dance piece. Prerequisite: DAN 220. Appropriate for Theater, Musical Theater, and Physical Education majors.

410 Dance Production (3)

The student will learn various areas of dance production through hands-on activities in marketing, stage crew, publicity and promotions. Students will learn all the technical skills necessary to plan and mount a successful dance production.

429 History and Philosophy of Dance (3)

The student will learn the historical development of dance with reference to periods, social structures and cultural context.

THEATER (B.A. and B.F.A.)

Students selecting to major or minor in Theater will find a program both diverse and practical in nature. The program integrates academic coursework and practical workshops with an active, professional caliber production schedule, which includes two mainstage productions a year and a variety of student projects. Participation in the Barry University Theater Ensemble, the Barry Theater Club, and Lunchtime Theater provides additional design, technical, and performance opportunities. Program related internships are available

for juniors and seniors through auditions and with departmental approval. Scholarships are available for freshman Theater majors. Students should contact the Fine Arts Department for details.

The Bachelor of Arts in Theatre provides a solid grounding in history, theory and practice while also providing opportunities to develop individual talents by concentrating on either technical or performance areas. The B.A. in Theatre serves as an excellent preparation for careers and further study not only in theatre but also in the fields of teaching, law, politics, communication, sales and management. For non-majors, the Theatre program includes experience and courses in fundamental methods and content.

Graduation Requirements

In order to fulfill requirements for graduation, students seeking the B.A. in Theater must participate in mainstage productions and must complete a Theater comprehensive examination and integrative experience during their final semester. The minimum grade of C is required in all major and minor courses.

The following courses are required for all Theater majors

TH 100	Introduction to Theater	3
TH 111	Technical Lab	1
TH 155	Acting 1: Fundamentals I	3
TH 156	Voice & Movement	3
TH 185	Stagecraft	3
TH 208	Principles of Lighting & Sound	3
TH 211	Technical Lab II	1
TH 295	Principles of Costume & Make-up	3
TH 323	Principles of Directing	3
TH 389	Critical Readings: Topics	3
TH 391	Lighting Design (or)	3
TH 392	Scene Design	3
TH 439	Theater History 1	3
TH 440	Theater History 2	3
TH 491	Theatre History 3	3
In addition, all majors must select a minimum of 12 additional credit hours from advanced acting or technical courses designed to strengthen their talents and skills in the acting of technical aspects of the theatre.		
TH 180/380	University Theatre Ensemble	1
TH 255	Acting 2 - Role Analysis	3
TH 256	Acting 3 - Scene Study	3
TH 300	Special Topics	3
TH 355	Acting 4 - Period Styles	3
TH 311	Technical Theatre Lab III	1
TH 391	Lighting Design	3
TH 392	Scene Design	3
TH 455	Acting 5 - Camera	3
ART 101A	Basic Drawing	3
ART 101B	2-D Design	3
or		
ART 102A	Figure Drawing	3
ART 310	Art History	3

DAN XXX	Technique Electives	3
MUS XXX	Electives	

Acting Track

(minimum 12 cr. hrs.)

TH 180/380	University Theatre Ensemble	1
TH 255	Acting 2 - Role Analysis	3
TH 256	Acting 3 - Scene Study	3
TH 355	Acting 4 - Period Styles	3
TH 455	Acting 5 - Camera	3

Technical Track

(minimum 12 cr. hrs.)

TH 180/380	University Theatre Ensemble	1
TH 311	Technical Theater Lab	3
TH 391	Lighting Design	3
TH 392	Scene Design	3
ART 101A	Basic Drawing	3
ART 101B	2-D Design	3
ART 102	Figure Drawing	3

Theatre Minor

(21 Credit Hours)

TH 100	Introduction to Theatre	3
TH 155	Acting 1 - Fundamentals	3
TH 185	Stagecraft	3
TH 255	Acting 2 - Role Analysis or	
TH 323	Directing	3
TH 439	Theatre History I	3
TH 440	Theatre History II	3
TH 441	Theatre History III	3

Course Descriptions— Theater Prefix: TH

100 Introduction to Theater (3)

Explores the nature and existence of theater as a collaborative art form: its artists, craftsmen, practices, products, traditions and historical perspectives.

111 Technical Theater Lab I (1)

Beginning technical theater lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions.

155 Acting Fundamentals I (3)

An eclectic, performance-oriented course designed to introduce, develop and reinforce fundamental acting skills and techniques and stage technology. Emphasis will be placed on the development of imagination, flexibility of body movement, and greater ease of communication through the use of in-class exercises and improvisations.

156 Voice & Movement (3)

Fundamentals in voice production and movement techniques for the actor.

180/380 University Theater Ensemble (1-3)

Rehearsal and performance of a role in a full-length play on the mainstage. Admission by audition. Approximately 80 hours of rehearsal required.

185 Stagecraft (3)

Introduction to stagecraft with emphasis on tools, materials, terminology, safety, and practical application of the basic techniques for construction of scenery and properties.

208 Principles of Lighting & Sound (3)

Study of stage lighting and sound equipment, practices, theories, and practical application.

211 Technical Theater Lab 2 (1)

Intermediate technical theater lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions. Prerequisite: TH 111, Technical Theater Lab 1.

255 Acting 3: Role Analysis (3)

Emphasis on the development and use of techniques for in-depth research and analysis of characters and bringing the research to life using scenes from selected modern American plays.

256 Acting 4: Scene Study (3)

Intensive scene study in laboratory conditions. A workshop course designed to reinforce performance habits and to aid in the elimination of negative performance and work habits through performing scenes and monologues. Prerequisites: TH 155, 156, 255

295 Principles of Costume and Makeup (3)

Study of sewing, drapes, fabrics, patterns and practical application of costume construction techniques; materials and techniques for stage makeup with emphasis on practical application.

300 Special Topics (3)

Content to be determined to fill specific needs.

311 Technical Theater Lab 3 (1)

Advances technical theater lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions. Prerequisites: TH 211, Technical Theater Labs 1 & 2.

323 Play Directing (3)

Investigation of the basic theories and traditional techniques of play direction. Prerequisites: TH 155, 156, 255 or permission of the Department Chair.

355 Acting 4: Period Styles (3)

Advanced study of acting focusing on performance, reflecting historical periods or social cultures. Prerequisites: TH 155, 156, 255 or permission of Department Chair.

389 Critical Readings: Topics (3-12)

Surveys of such topics as tragedy as a dramatic form, comedy and farce, Russian drama, the writing of Bernard Shaw, and other topics. Emphasis on production values and concerns. May be repeated for different topics. Theatre Major's/Monors only

391 Lighting Design (3)

Design theories and drafting techniques for stage and TV studio lighting, with emphasis on practical application in the form of light plots and graphs. Prerequisites: TH 208, Principles of Lighting & Sound.

392 Scene Design (3)

Basic theory and practical design techniques and types of material used in theater set design and construction. Prerequisites: TH 185, Stagecraft. Theatre Majors/Minors only.

407 Shakespeare (3)

Shakespearean plays showing the author's artistic development. Same as ENG 407.

439 Theater History I (3)

A history of theater production from Aeschylus to Shakespeare, with selected readings from Greek, Roman, Medieval and Renaissance dramatic literature. Same as ENG 439.

440 Theater History II (3)

A history of theater production from Moliere to Ibsen, with selected readings from French neo-classical comedy and tragedy, English restoration comedy, Weimar classicism, American melodrama, and continental realism. Same as ENG 440.

441 Contemporary Theater (3)

A survey of theater production in the 20th Century with selected readings from both the dramatic literature of this period and from the writings of several modern dramatic theorists. Same as ENG 441.

455 Acting 5: Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, TV and commercials. Prerequisite: Permission of Department Chair. Theatre/Majors/Minors only.

459 Independent Study (3)

Opportunity to research areas of interest to student. Department Chair and Dean approval required.

492 Workshop (1-3)

Special interest area developed from student and community requests.

499 Internship (3-12)

On-site experience in a professional theatre or with an approved organization. Prerequisites: Senior status (90+ credits) and Department Chair approval. Requires a minimum of 120 service hours of experience. CR/NC grade only - Majors only.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

E. Timothy Smith, Ph.D., Chair

Faculty: Cvejanovich, Melody, Mendez.

HISTORY (B.A.)

History is the study of the changing character of civilization on all levels, including the economic, political, social, cultural, intellectual, and religious, and, as such, provides a fundamental context for liberal arts education. This far-ranging nature of the discipline enables History majors to pursue many careers including those in law, government service, business, education, or pastoral ministry. The Barry History program offers particular specializations in modern U.S., Latin America, and Medieval and Modern Europe.

History students have opportunities to participate in scholarly activities through membership in Barry University's local Xi Kappa chapter of Phi Alpha Theta, the international honor society for history, and in various history writing awards offered by the University, including the President's Writing Award, presented each year during the Spring Honors Convocation.

Learning Goals and Objectives:

The history curriculum is designed so that majors will develop an understanding of the discipline of history, including methodology and historiography, as well as the centrality of history in the human experience. The major area learning goals support and complement the university's mission as described in the institution's mission statement.

The study of history encourages the acquisition of knowledge in order to develop specific skills and competencies including the following:

- selection and analysis of historical information
- critical thinking
- historical research skills

- an understanding of different philosophies of history
- analytical and persuasive writing skills

A total of 33 credit hours is required for the B.A. in history. Majors must take HIS 101, 102, 201, 202, and 487 (which serves as the integrative experience), as well as a minimum of 18 additional hours in upper biennium courses, including 9 hours of 400-level courses but excluding 476. Of the upper biennium courses, at least 3 credits must be taken in each of the U.S., European, and non-western areas.

Graduation requirements include 1) earning a minimum grade of C in all major and minor courses; 2) completing HIS 487 as an integrative experience; and 3) passing a department-approved examination.

Requirements for minors are 21 credit hours, including HIS 101, 102, 201, 202, and 9 hours in upper biennium courses. A minimum grade of C in all minor courses is required.

Course Descriptions— History Prefix: HIS

101, 102 Western Civilization I and II (3) (3)

General survey of western history examining the origins and development of ideas and institutions. First semester concentrates on the period from prehistory to the Peace of Westphalia (1648), and second semester, on the modern age. Non-western history is included as it has influenced western thought and activity. Fulfills the Gordon Rule.

199 Special Topics (1-3)

Contents to be specified by the Department according to the interest and expertise of faculty members and the specific needs and/or interest of the students.

201, 202 U.S. People & Ideas, I & II (3) (3)

Topical survey of American history, its people and ideas; first semester includes the period to 1877; second semester continues from 1877 to the present.

300 Special Topics (3-6)

Contents to be specified by the Department according to the interest and expertise of faculty members and the specific needs and/or interest of the students.

306 Twentieth-Century America (3)

A study of the issues and concepts that have shaped American society since 1900. Political, economical, and social trends will be examined.

308 History of Asian Civilizations (3)

Overview of selected major Asian nations with emphasis on twentieth century developments.

315 History of Florida (3)

A survey history course of Florida from pre-history to the present. The relationship between South Florida and the rest of the state is emphasized during the more contemporary period.

335 Modern Russia (3)

Survey of the historical evolution of Russia with emphasis on the imperial and soviet periods (since the 1400s), including the development of revolutionary, economic, military, political, and social institutions.

339 Germany Since 1871 (3)

A survey of German history focusing on nationalism and the political, cultural, economic, and social developments since becoming a nation.

341 Europe During the Middle Ages (3)

In-depth study of European history from the fall of Rome to the Black Death (1348), including Germanic civilization, the early Christian church, feudalism, manorialism, revival of towns, church/state conflict, scholasticism, and high medieval culture.

**342 Emergence of Modern Europe:
1350-1650 (3)**

Europe from the decline of medieval civilization to the Scientific Revolution, concentrating on the origins of modern ideas and institutions through a study of the Italian and Northern Renaissance, the Protestant and Catholic Reformations, nation-state building, overseas expansion, changing economic patterns, popular culture, and the development of a scientific outlook.

**343 Europe in the Age of Absolutism:
1650-1815 (3)**

Focusing on Europe from the end of the Thirty Years War to the Congress of Vienna, this course examines the Old Regime and its culture, politics, economics, ideas, and social structure, ending with the French Revolution, its impact, and the Napoleonic imperium.

344 Europe in the Nineteenth Century (3)

The political, economic and intellectual developments of modern Europe from 1815 to 1914, including industrial society, revolution and reaction, nationalist movements, imperialism, cultural and scientific achievements, and the background to the First World War.

345 Europe in the Twentieth Century (3)

Contemporary Europe with a concentration on the decline of Europe since the First World War, the rise of totalitarian movements, the Great Depression, the Second World War, postwar recovery, and the "new Europe" of the European Community.

**383 History of Latin American Colonial
Period to 1824 (3)**

A survey of Spanish and Portuguese America from the pre-Columbian era through the end of the colonial period.

**384 Latin American National Period from
1824 to present (3)**

Overview of selected major Latin American nations with emphasis on twentieth century developments (i.e., revolutions, nationalism).

388 History of the Caribbean (3)

Survey of the history of the main island nations of the Caribbean; emphasis on their historical, cultural, and political dependency on colonial powers.

**389 U.S. History from the Gilded Age to
World War II (3)**

A political, economic, intellectual, cultural, and diplomatic history of the United States from 1890-1945.

390 U.S. History Since 1945 (3)

A study of the effects of the cold war on the diplomacy, domestic politics, and culture of the United States. Topics include the development of the cold war, McCarthyism, Civil Rights Movement, the Korean and Vietnam Wars, cultural changes in the 1960s, Watergate, and the end of the cold war.

393 America in the World (3)

An examination of the role and impact of the United States in world affairs from historical and political perspectives. NOTE: Honors Program ONLY or by permission of Department Chair.

403 American Diplomatic I to 1890 (3)

Foundation of American diplomacy; Monroe Doctrine; foreign wars and diplomacy of America's Civil War.

404 American Diplomatic II 1890 to present (3)

Significant topics in diplomatic history; including the emergence of the U.S. as a world power; the cold war; decision-making in the Department of State; and the role of interest groups in foreign policy.

431, 432 History of England I & II (3) (3)

Political, social, economic, and intellectual history of England from Roman to modern times. First semester includes the period to 1603 and emphasizes consolidation of the state, early constitutional development, and religious upheaval. Second semester concentrates on the modern period, including political and industrial revolutions, the British Empire, reform movements, world wars, and Thatcherism.

437 European Diplomatic Since 1815 (3)

This course will examine the diplomatic processes developed and employed by the Great Powers in the nineteenth century, including the establishment of a diplomatic corps, the "balance of power" idea, the Concert of Europe, and the "new imperialism." The second half of the course will study the breakdown of this system and the effect of two world wars on European hegemony.

449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives.

454 America in the 1960s (3)

A topical study of the history of the United States in the 1960s. The Civil Rights Movement, antiwar movement, student movement, women's movement, the Vietnam War, and the presidencies of Kennedy, Johnson and Nixon will be the focus of the course.

359, 459 Independent Study (3-12) (3-12)

Opportunity for extensive research in an historical area of special interest to the student. Dean and Department Chair approval required.

476 Methods of Teaching Social Sciences, Grade 6-12 (3)

Method of teaching social studies, emphasizing the integration of the social sciences, a survey of problems confronting middle and secondary school social studies teachers, including an evaluation of courses and textbooks; instruction in the use of audio-visual materials. Same as POS 476.

487 Seminar (3-6)

For senior history majors, integration of distribution requirements and history courses, with a focus on a particular historical issue or problem. Emphasis on intensive research and effective writing skills. Required of all History majors. Same as POS 487.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

POLITICAL SCIENCE (B.S.)

The study of political science explores the nature of politics, including its purposes, limitations, and significance in human life; it promotes an understanding of American politics and government; it analyzes and seeks comprehension of international politics and organizations; and develops a capacity for intelligent evaluations of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time.

The Bachelor of Science degree in Political Science prepares students for careers in a wide choice of fields, including the practice of law, various types of government service, the business world, and teaching on the secondary level. Students are also well prepared to enter graduate study in the field of political science.

Learning Goals and Objectives:

Learning goals in political science support and complement the university's mission as described in the institution's mission statement. The major encourages the acquisition of knowledge in order to develop specific skills and competencies including the following:

- selection and analysis of information in the discipline
- understanding of the universality of politics in the human experience
- critical thinking
- research methodology
- an understanding of political theory
- analytical and persuasive writing skills

Requirements for a major in political science are 33 credits including POS 201, 209, 311, 325, 425-426, and 487.

Graduation requirements include: 1) earning a minimum grade of C in all major and minor courses, 2) completing POS 487, Senior Seminar, as an integrating, capstone experience, and 3) successfully

completing a departmental examination at the end of the program.

Requirements for minors are 18 credits, including POS 201, 209 or 325, and 425 or 426. A minimum grade of C in all minor courses is required.

Course Descriptions— Political Science Prefix: POS

100 Introduction to Political Science (3)

Broad exposure to the field including discussion of the major approaches to the study of politics and government; questions asked by political scientists; major subfields within the discipline; and discussion and analysis of contemporary events.

199 Special Topics (1-3)

Contents to be specified by the Department according to the interest and expertise of faculty members and the specific needs and/or interest of the students.

201 American Government (3)

National Government and its structure; administrative and political practices of the central agencies of authority in the United States.

202 State and Local Government (3)

Role of states in our federal system as well as interrelationships among them; analysis of patterns of legislative and executive process on the state level; particular attention will be devoted to these processes in Florida.

204 American Parties, Campaigns, and Elections (3)

Analysis of structure and role of parties in the American system, with emphasis on recent decline of party. Organization, financing, and conduct of campaigns. Candidates and their electoral support.

207 The American Courts (3)

Analysis of the judiciary at the state and federal levels and of the role of courts in criminal, civil and constitutional/political matters. Contemporary legal and constitutional issues in their historical context. Students interested in POS 308 should take this course.

209 Comparative Government and Politics (3)

Analysis of governments and administrations, parties, policy formation and political regimes in western European democracies, in military/bureaucratic systems, in dictatorships and in developing countries. Historical background to various regimes, comparison of policy-making process across national lines.

300 Special Topics (3)

Content to be determined by the Department according to the faculty and specific needs and/or interests of the students.

305 The Presidency (3)

The study of the development of the office of the President of the U.S. with emphasis on twentieth-century incumbents.

306 The Congress (3)

Based upon an overview of the rule-making process; analysis of the organization of U.S. Congress with particular attention to the role of Congress within this political system and the centrality of committees in the law-making process.

308 Constitutional Law (3)

Use of the case method approach, focus on the development of constitutional law starting with judicial review and ending with privacy. An emphasis will be placed on the civil rights revolution of the Warren Court. Prerequisite: POS 207.

311 Scope and Methods in Political Science (3)

Analysis of the issues and problems within Political Science and its various sub-disciplines. Review of the research techniques and methodologies of the discipline. Required of all Political Science majors. Recommended as a first 300-level course and an introduction to upper-level coursework.

320 Politics of Hate (3)

Building upon the concept of eliminationist ideologies, this course examines examples of hate literature in depth and then explores the American antecedents of racism and anti-Semitism.

325 International Relations (3)

Analysis of relations among subnational, national, and supranational actors in the international system; foreign policy formation; quest for peace and security in a shrinking world.

395 International Organizations (3)

Study of the structure and functions of international organizations as well as their importance in the international arena; special attention will be devoted to the role of the United Nations and the European economic community.

396 Latin American Politics (3)

Detailed analysis of government and politics in select Latin American countries. Special attention will be devoted to authoritarian as well as revolutionary regimes.

406 Political Economy of Development (3)

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Prerequisites: ECO 201, ECO 202 and departmental approval. Same as ECO 406.

425 Political Theory I (3)

Inquiry into various views of the nature of humanity and of civil and political society, with emphasis on political thought in the ancient and medieval world. Reading and analysis of texts in political theory from the classical era to the end of the Middle Ages.

426 Political Theory II (3)

Inquiry into humanity and civil/political society in the modern world, with emphasis on the reading and analysis of major political theories and philosophies of the period since the Renaissance and Reformation eras. Contemporary political theories.

429 Public Policy and Administration (3)

Analysis of the policy-making process, with use of the case method to study the formation of policy. Implementation of policy through the organization and management of policy at various levels of government. Survey of theories of administrative organization and management.

440/540 Disempowered Voices (3)

An advanced course dealing with narratives of the disempowered, including women, Native Americans and African Americans, within the context of Identity Politics. This course seeks to locate, utilizing different narrative perspectives, the fundamental shifts in consciousness that give rise to a politics of identity as well as political action. Shifts from an imposed, negatively constructed identity to a political asserted one will be analyzed as well as the logic of such identities.

476 Methods of Teaching Social Sciences, Grades 6-12 (3)

Methods of teaching social studies, emphasizing the integration of the social sciences, a survey of problems confronting middle and secondary school social studies teachers, including an evaluation of courses and textbooks; instruction in the use of audio-visual materials. Same as HIS 476.

487 Senior Seminar (3)

For senior political science majors, integration of distribution requirements and political science courses, with a focus on a particular political issue or problem. Emphasis on intensive research and effective writing skills. Required of all Political Science majors. Same as HIS 487.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

359,459 Independent Study (3-12)

Opportunity for extensive research in an area of special interest to the student. Department Chair and Dean approval required.

Social Science Minor

Majors who intend to pursue teaching certification must complete the following courses as part of distribution requirements: MAT 152 and PSY 281. As professional education corequisites, students must complete PSY 318 or PSY 382, SOC 300 (Schools and Society) and EDU 151, 417 and 463. Prerequisites for student-teaching (499): a minimum score of 960 on the SAT I or 20 on the enhanced ACT; a cumulative GPA of 3.00 in the major discipline and 2.50 in distribution requirements; completion with C or above of all co-requisites and of the methods course in the subject area (476); and satisfactory score on the CLAST. To receive the degree, students must obtain a satisfactory score on the general and subject area FTCE.*

Students seeking certification in the social sciences for grades 6-12 should complete the following social science program:

U.S. History (HIS 201-202)	6 hours
Western Civilization (HIS 101-102)	6 hours
Asian or Latin American History	3 hours
Economics (ECO 201-202)	6 hours
Political Science (POS 100, 201)	6 hours
Geography (GEO 301)	3 hours
Psychology or Sociology	3 hours
Teaching Methods	3 hours

An academic minor in Social Science accompanied by a History or Political Science major and the Teaching Methods course fulfills the State of Florida requirements for certification in Social Studies. A minimum grade of C in all minor courses is required.

Students seeking certification in the social sciences for *only* middle school grades (6-8) should complete the following program:

U.S. History (HIS 201-202)	6 hours
Western Civilization, Asian or Latin American History	3 hours
Economics	3 hours
Political Science (POS 201)	3 hours
Geography (GEO 301)	3 hours
Teaching Methods	3 hours

* Students who wish to teach in a middle school or high school and who intend to complete the Professional Education courses after employment can omit 499.

NON-DEGREE PROGRAMS**GEOGRAPHY****Course Descriptions—
Geography Prefix: GEO****300 Special Topics (3-12)**

Content to be determined by the Department according to the faculty and specific needs, and/or interest of the students.

301 World Environments, People and Places (3)

Survey of physical, economic, political and social systems that give unique character to the world regions. Focus on how the world has become more interdependent as complex contemporary problems shape our globe.

303 Geography of Europe (3)

Europe with an emphasis on man, his culture, economy, history, and political entities on a regional basis; man's adaptation and development in relation to his physical environment, and the influence of environment upon man and his activities.

305 Latin American Geography (3)

Latin America with an emphasis on man, his culture, economy, history, and political entities on a regional basis; focus on man's adaptation and development in relation to his physical environment and the influence of environment upon man and his activities.

307 Physical Geography (3)

Holistic approach to man in nature; climatic, physical, biochemical, economic, and political influences upon the ecological structure of the Earth; Earth resources and conservation.

308 United States Geography (3)

Survey of physical, cultural, and economic relationships in the contemporary setting of the United States.

DEPARTMENT OF INTERDISCIPLINARY STUDIES

Jesus Mendez, Ph.D.; Chair and Assistant Dean

DEPARTMENT PHILOSOPHY AND LEARNING GOALS

Interdisciplinary programs, majors, and minors share the underlying philosophy that the scope of human knowledge cannot be easily compartmentalized. Cross-fertilization between and among academic disciplines produces a broader understanding of the human existence. The acquisition of knowledge from a number of disciplines not only broadens the base of factual knowledge, but the process of its integration allows students to develop skills and competencies in selection, critical thinking, and integration which culminate in an integrative experience (thesis, internship, or seminar). The utilization of these competencies after completion of their academic programs ensures that graduates will maintain in their personal and professional lives a self-directed learning dimension.

The Department of Interdisciplinary Studies prides itself in providing individual attention to its majors. Each program has an academic advisor who is responsible for monitoring student progress in the academic program by an on-going process of review and assessment of student academic performance and who suggests changes where appropriate. Student course registration each semester requires a meeting with the academic advisor and obtaining approval in course selection from the academic advisor. Advisors adhere to the department's requirement of a minimum grade of "C" in all courses in the major.

INTERDISCIPLINARY MAJORS

INTERNATIONAL RELATIONS (B.A.)

International Relations is an interdisciplinary major for students interested in global political, social, cultural, and economic affairs.

The major has social science, business, and cultural components with specific learning objectives.

The social science component emphasizes:

- the study of international relations;
- the study of comparative government and history

The business component provides:

- a knowledge of basic business skills;
- an understanding of international business forces.

The cultural component provides:

- a greater understanding of other societies and cultures.

The minimum grade of C is required in all major courses. Students should choose a regional track (e.g., Latin America) within the major. The advisor's approval is needed when choosing an elective within the major.

The social science component will include HIS 101 and 102 and 6 credits of HIS electives; POS 201 and 325, and 9 credits of POS electives.

The business component will include BUS 181; ECO 201-202; 6 credits of ECO 300, 351, 406, or 426; BUS 366; MGT 305; and MGT 336.

The cultural component will include THE 103 or THE 303; SOC 201; PHI 155; 12 credits of a foreign language; and 6 credits of culture-focused humanities.

The remaining distribution requirements will include FSM 199; ENG 111-112; MAT 108, 152; PHI 154; CS 180; SPE 101 or COM 104; 4 credits in fine arts, Theology (3 credits); PSY 281, and a science with a lab (4 credits).

In their remaining coursework, students are encouraged to strengthen a component of the major.

The integrative experience will consist of HIS/POS 487 or a study abroad experience. Students are strongly encouraged to consider an internship to enhance their international experience.

Students in International Relations wishing to pursue postgraduate work in International Economics require the following intensive directed sequence or track in the business component: ECO 201-202; ECO 301-302; ECO 351; ECO 426; ECO 441; and BUS 366. This will be supplemented by the requirement of POS/ECO 406 in the social sciences component and the requirement of MAT 152 and a choice of MAT 210 or 211 in the distribution component. Students planning to pursue a graduate economics degree should strengthen the mathematics component in distribution by adding MAT 212; MAT 213; MAT 314, and MAT 332 to their program of study.

LIBERAL STUDIES (B.A.)

The Liberal Studies major is offered to students with career goals that require greater flexibility in a course of study than that provided by traditional majors and that require concentrated study in more than one discipline.

The Liberal Studies major has a number of specific learning objectives in its design and content. Among the learning objectives are:

- the design by the student of a course of study in consultation with the faculty advisor. The course of study must be justified by a high level of coherence demonstrated in a plan and rationale as evidence by the choice of an area of concentration and, at least, two supporting secondary areas.
- the acquisition of basic and in-depth skills in the primary area of academic concentration.
- the acquisition of basic skills in the secondary areas of concentration.
- the integration of the skills acquired in the primary and secondary areas, monitored by regular consultation with the academic advisor throughout the course of studies and concluding with a final integrative project in the required senior seminar course (LIB 487).

All courses taken in the area of concentration as well as in the secondary areas must be courses above and beyond those taken to fulfill distribution requirements.

The minimum grade of C is required in all courses in the area of concentration and in the secondary areas.

The course of study will consist of one area of concentration (21-30 cr.) chosen from among the disciplines in the liberal arts (Art, Chemistry, English, French, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Theater, and Theology); and at least two secondary areas (12-18 cr. each) chosen from among the disciplines above and from Journalism, Physics, and Speech, as well as from offerings in Business, Computer Science, Education, Biological Sciences, Communication, Sport Sciences, and Criminal Justice. Students are required to take the senior seminar (LIB 487) during their senior year. A minimum of 24 credit hours in the major will be at upper-division level.

Course Description— Prefix: LIB

487 Senior Seminar (3)

This course will introduce the student to critical approaches to the question of the educated person in general and in America in particular. Special emphasis will be placed on contemporary issues in higher education policy from the standpoint of the liberal arts.

PRE-LAW (B.A.)

Pre-Law is an interdisciplinary major representing a variety of disciplines. Although the Pre-Law major does not rule out pre-law preparation through the pursuit of traditional single discipline majors, it offers preparation for entry into any law school. The Pre-Law major specifically aims for breadth of knowledge and considers its interdisciplinary components an excellent preparation for students to perform successfully in law school.

The Pre-Law major consists of a 107-109-credit interdisciplinary program (59-61 credits in the distribution and 48 credits in the major). The remainder of the program is comprised of 11-13 credits in elective courses.

Specific learning objectives in the Pre-Law major include:

- the learning objectives for the distribution requirements as outlined in the university's general "Academic Information" section
- exposure to themes central to the field of law, with analysis of their philosophical background and implications. Themes emphasized include epistemology, politics, and argument analysis
- specific subject-matter acquisition in the areas of history and political science which includes

- a general emphasis on the Western tradition of law in the context of the United States
- understanding of general economic theory and the relationship of law and business in Western societies
- acquisition and analysis of rhetorical skills

Students will include the following courses as part of the 59-61 credits in distribution requirements in the following areas:

- Oral and Written Communication—ENG 111, 112; SPE 101 or COM 104 elective
- Theology and Philosophy—PHI 154 or 316, 155 or 318; THE 6 elective credit hours
- Humanities and Arts—7-9 elective credit hours
- Mathematics and Science—MAT 152; CS 131 or higher; Lab Science elective
- Social Sciences—HIS 101-102, POS 201, PSY 281, SOC 201 or 204
- Foreign Language - 3 credit hours
FSM 199

Students will include the following courses as part of the 48-credit major requirements in the five indicated component areas:

- Philosophy (12 credit hours)—PHI 304, 308, 355, 365
- Political Science (9 credit hours)—POS 207, 308, 425
- History (9 credit hours)—HIS 201, 202, 431
- Business (12 credit hours)—BUS 181, 339, ECO 201, 202
- English (minimum 3 credit hours)—ENG 406
- Integrative Experience - HIS/POS 487

The balance of 14-16 credit hours completing the 120-credit-hour course of study is to be chosen from electives to strengthen each component of the major with ENG 207, 312, 410 recommended as needed and with SOC 370 especially recommended.

The minimum grade of C is required in all courses in the major. Students must complete an integrative experience which consists of HIS/POS 487.

INTERDISCIPLINARY NON-DEGREE PROGRAMS

HUMANITIES

The Humanities offerings consist of a sequence of interdisciplinary courses using literature as "the hub of a wheel" that explores fundamental questions of the human condition. Literature has been described as a "logical" focus for the integration of knowledge because of its ability to extend outside itself to forms of human experience beyond disciplinary boundaries. In this regard, it satisfies the search for "the connectedness of things" (Mark Van Doren).

"Literary interrelations" afford the opportunity to explore human concerns as the literary expressions of those concerns reflect or are refracted by other modes of thought and methods of inquiry.

Course Descriptions— Humanities Prefix: HUM

Under HUM 300, Special Topics, the courses listed below will be offered. Students may take HUM 300 as many times as they wish as long as the course content is different.

Psychological Dimensions of Literature (Lit. & Psychology) (3)

The relationship between literature and psychology with particular emphasis on the influence of psychoanalysis in critical interest in authorial unconscious intention, literary interest in motivation of character and the interior life, abnormal behavior, and societal definition of "normalcy." The influence of psychology on literary style and genres: dream, stream of consciousness, symbolism, etc.

Anthropological Dimensions of Literature (Lit. & Anthropology) (3)

Literary works which depict through cross-cultural perspectives social structures found in various societies: kinship and marriage systems; gender; myth; legend; ethnicity; ritual; rites of passage; witchcraft; religion; symbolic classifications; structuralism; legal, political, and economic structures, etc.

Literature and Film (3)

Exploration of the translation of literary classics from print to film medium. Consideration given to editing, directorial interpretation, camera work, music, set design, and visual symbols.

Theology of Film (3)

An analysis of works of noted film directors/screenwriters and how their respective films provide interpretive frameworks for those perennial issues that have their parallel themes in religion: suffering, alienation,

human fulfillment (salvation), mystery, morality (goodness, evil, human perfection), redemption, community, trust, and affinity for the Divine. Theological readings preface each film analysis.

Literature in Translation/Cross-Cultural Approaches to Literature (3)

A comparative approach to literature read in translation enriched by emphasis on differing cultural (i.e., national, group) attitudes, values, ways of life, roles, and historical and socio-economic conditions of life.

Man's Search for Meaning (3)

A selection from the great books, both ancient and modern, studied from the perspectives of theology, philosophy, aesthetics, and psychology in order to see what kinds and levels of reality they focus on, what they perceive, and how they value them. Through discussion of the great ideas which emerge and through reflections of different epistemological approaches to reality, students will be encouraged to clarify their own views of reality, to find relationships among them, and to refine their own value systems.

HUM305 Women in Antiquity (3)

Study of women's roles and status in Mediterranean civilization. A brief account of women in the Paleolithic and Neolithic periods as well as those of ancient Egypt will be given. Emphasis on the study of gender in Greece and the Aegean from the early Bronze Age to the end of the Classical Period.

HUM4XX Literature and Film (3) (Also ENG 419)

Exploration of the translation of literary classics from print to film. Consideration given to editing, directorial interpretation, camera work, music, set design, and visual symbols.

PEACE STUDIES

In the May 1983 pastoral letter, "The Challenge of Peace: God's Promise and Our Response," the American bishops wrote:

We urge universities, particularly Catholic universities in our country to develop programs for rigorous, interdisciplinary research, education and training directed toward peacemaking expertise.

As a response to this mandate, the School of Arts and Sciences offers an interdisciplinary minor in Peace Studies. The minor requires a minimum of 21 credits which must include POS 325 and either PHI 321 or THE 327. The courses should be chosen from those listed below or from relevant special topics courses.

POS	325	International Relations
POS	395	International Organizations
PHI	292	Ethics
PHI	321	Philosophy of Peace and War

PHI	355	Philosophy of Politics
THE	120	Christian Understanding of the Human Person
THE	214	Contemporary Christian Morality
THE	327	Theology of Peace and Justice
HIS	404	American Diplomatic History: 1870 to Present

The minimum grade of C is required in all courses.

WOMEN'S STUDIES

Women's Studies is an interdisciplinary program that explores the female experience and perspective by integrating biological, historical, literary, religious, political, economic, sociological, psychological, and anthropological perspectives of gender. Cutting across traditional academic boundaries, it coordinates courses in ten different disciplines.

The Women's Studies program provides students with the opportunity to take a minor in Women's Studies, to earn a certificate in Women's Studies, or to **take individual courses for elective credit or personal enrichment.**

Women's Studies Minor

The minor in Women's Studies requires completion of a minimum of 21 credits (to include WMS 201 and WMS 487) with a minimum grade of C. Transcripts will state "Minor in Women's Studies" upon request.

Certificate in Women's Studies

The certificate program requires a minimum of 18 credits (to include WMS 201 and WMS 487). It is intended to supplement a student's traditional academic major. The program may also appeal to individuals who have already earned a degree and who wish an additional specialization.

Course Descriptions— Women's Studies Prefix: WMS or designated academic discipline

WMS 201 Introduction to Women's Studies (3)

Survey of the issues, topics, and theories relevant to Women's Studies. The interdisciplinary nature of the subject is emphasized by an overview of women's lives and contributions as studied in various academic disciplines. Special attention is paid to how women's experiences have been affected by biology, age, race, class, ethnicity, religion, education, and culture differences.

WMS 487 Senior Integrative Seminar (3)

Group seminar, requiring a research paper or other integrating experience. Faculty- and student-led discussions provide a forum for integrating course material, exploring new topics, and clarifying issues.

The courses listed below are either regular offerings in their academic departments or Special Topics (300).

BIO Biology of Women (3)

Anatomy and physiology of the human female with exploration of the health problems that occur in females as a consequence of being female.

BUS Women in the Workplace (3)

Examination of issues or problems that have special relevance to female and male workers, managers or professionals: gender-based division of labor, roles, role stereotypes, role conflict, child care, medical plan coverage, maternity/paternity leaves, mentoring, networking, time management, stress, authority, communication, equal pay, discrimination, and sexual harassment.

ENG 340 Women and Literature (3)

Study of literary works by women or themes concerning women in literature. Analysis of readings from the aesthetic and other theoretical points of view.

ENG/PSY Women: Literature and Psychology (3)

An examination of selected literary works (fiction, poetry, essay, film, drama) for their expression of women's psychological experiences. Particular emphasis on traditional roles, stereotypes, psychological health (including the learning of roles, theories of personality, psychological treatment, role strain and role conflict), and traditional roles in transition.

HIS 449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives.

PSY/POS Politics of Gender (3)

Examination of gender in politics as well as the law, with emphasis on the second wave of feminism and the role of women in politics. Special attention is devoted to violence directed towards women, psychological precursors and ramifications of violence, and current therapeutic approaches.

PSY 306 Psychology of Women (3)

Study of the various issues affecting the changing role of women in today's society; consideration given to psychological and social factors as they relate to contemporary feminine behavior.

SOC 405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. Various sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Prerequisite: SOC 201 and 3 additional SOC hours or permission of instructor.

SPA Women in Hispanic Literature (3)

Survey of the works written by the most outstanding women of the Hispanic world. Analysis of readings from aesthetic and ideological points of view.

THE 360 Women in the Church (3)

Investigation of the role of women in the Christian scriptures and history of the Church.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Reverend Pedro A. Suarez, S.J., Ph.D., Chair

Faculty: Borum, Chraibi, Haralambides, Jagadish, Luna, Marinas, Ordoukhani, Pan, Segami, Villemure.

MATHEMATICAL SCIENCES (B.S.)

The Department of Mathematics and Computer Science at Barry offers a variety of courses and educational experiences within the mathematical sciences, including a Bachelor of Science degree in Mathematical Sciences as well as a minor. The courses cover the main areas of algebra, analysis, probability, statistics, numerical analysis and topology, as well as physics and computer science. The Department also offers mathematics courses which are required by many applied fields of study. Placement for new students in mathematics courses is determined by SAT scores. If SAT scores are not available and the student's intended program requires a mathematics course, diagnostic testing is done at the time of first enrollment prior to registration.

Major in Mathematical Sciences

A major in the Mathematical Sciences is intended for students who wish to build a strong foundation for careers in mathematics. These include teaching, in computer-related areas, in engineering, and in actuarial sciences, among others. The B.S. in Mathematical Sciences also prepares students who wish to pursue further study in the mathematical sciences at the graduate level for Math-related jobs that exist in college teaching, research, industry, insurance companies, and government agencies such as the U.S. Census Bureau, Department of Energy, Department of Defense, etc.

A student may specialize in one of four areas of concentration within the major:

- Actuarial Science
- Applied Mathematics
- Computational Mathematics
- Mathematics for Secondary School Teachers

Mathematics courses towards a Bachelor of Science in Mathematical Sciences are divided into two categories: *core courses* and *electives*. A grade of C or better is required in all courses towards the major including the corequisites. Each student is assigned a faculty advisor, who will offer assistance in designing an appropriate curriculum and in the selection of courses each semester. Majors are encouraged to take courses in other areas such as accounting, biology, business, chemistry, computer science, economics, education, management and physics, among other fields, in order to enhance their professional background and be knowledgeable about applications of mathematics in other areas.

LEARNING OBJECTIVES

Mathematics can be looked upon as an abstract science, as a practical tool, as an expression of culture. It has roots in human history and has always been an important element of any civilization. Math can be considered a creative expression of races and peoples, endowed with beauty and proportion. The history of mathematics helps to provide a good insight into human culture. In the modern world, mathematics and its applications have become an all-pervading feature that cut across continents and cultures.

Courses in mathematics try to help all students develop their potential in the areas of problem-solving, abstract thinking and applications, addressing the needs of future professionals. Math is needed to understand the inventions of modern technology, including computers and the communications media. Math helps students understand the intricacies of the financial world, and the analysis of economic systems. Math enters into the study and prediction of weather patterns, biological growth, the control of epidemics, the analysis of psychological and social phenomena, in the understanding of worldwide communications, and the dynamics of economic systems.

Students will achieve some or all of the following learning objectives of mathematics courses:

1. Acquisition of skills in numerical and symbolic manipulation, with application to everyday life and to the professions.
2. Application of logical thinking and quantitative thinking to problem-solving in various settings.
3. Development of quantitative reasoning for a better understanding of social, physical and biological phenomena.
4. Achievement of an appreciation of mathematics as an artistic and creative human endeavor.
5. Professional training in mathematics for the majors, which includes the development of analytical skills, but also a deep understanding of various branches of mathematics, their interconnections and applications.

For the mathematical sciences major, the courses provide academic and professional training, which includes the development of analytical skills, but also as well as competency in various branches of sciences, with an understanding of their interrelations and application, the various branches of mathematics and their interconnections and applications.

Academic requirements for the major

The number of credits required for the Bachelor of Science degree in Mathematical Sciences is the following:

Core courses: Mathematics	30 credits
Mathematics Electives	12
Corequisites	
Physics	8
Computer Science	7 or 8
Distribution Requirements	36
General Electives	24
Freshman Seminar	3
Total	120
Core Courses	Credits
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 213 Calculus III	4

MAT 253	Discrete Mathematics I	3
MAT 314	Differential Equations	3
MAT 331	Algebraic Structures	3
MAT 332	Linear Algebra	3
MAT 356	Statistics for Science	3
MAT 462	Number Theory	3
	Total:	30

Corequisites The following courses are corequisites:

- a) Eight credits in **physics**:
- | | | |
|---------|-----------------------|---|
| PHY 211 | University Physics I | 4 |
| PHY 212 | University Physics II | 4 |
- b) eight credits in **computer science**:
- | | | |
|--------|---------------------|---|
| CS 231 | Computer Science I | 4 |
| CS 232 | Computer Science II | 4 |

Electives: Four elective mathematics courses must be chosen from the following list:

MAT 254	Discrete Mathematics II	3
MAT 300	Special Topics	3
MAT 310	Advanced Calculus I	3
MAT 311	Advanced Calculus II	3
MAT 321	Topics in Geometry	3
MAT 374	Theory of Computation	3
MAT 414	Methods of Mathematical Physics	3
MAT 415	Introduction to Real Analysis	3
MAT 416	Introduction to Complex Analysis	3
MAT 441	Introduction to Topology	3
MAT 451	Probability Theory	3
MAT 452	Mathematical Statistics	3
MAT 456	Numerical Analysis	3
MAT 459	Independent Study	3
MAT 471	History of Mathematics	3
MAT 476	Teaching Mathematics in the Middle and Secondary Schools	3
MAT 487	Undergraduate Seminar	1, 2 or 3

All students in Mathematical Sciences are strongly urged to develop proficiency in programming computer languages and in the use of computers, as they have become an important part of contemporary life. A capstone course, an integrative experience, and a community service component are required before the end of the program. Students planning to pursue graduate studies are encouraged to take MAT 310 and 311 prior to graduating.

Areas of Concentration

1. **Actuarial Science**-Students wishing to concentrate on **actuarial science** should choose MAT 451 (Probability Theory) and MAT 452 (Mathematical Statistics) among their mathematics electives, and the following courses as part of their general electives as preparation for the actuarial examinations:

ECO 201	Introductory Macroeconomics
ECO 202	Introductory Microeconomics
ECO 441	Econometrics
FIN 319	Financial Management I
FIN 419	Financial Management II

Information on the actuarial examinations may be obtained from the Department.

2. *Applied Mathematics*-Students wishing to concentrate in **applied mathematics** should select MAT 310 (advanced Calculus I), MAT 414 (Methods in Mathematical Physics) and MAT 456 (Numerical Analysis) among their mathematics electives.
3. *Computational Mathematics*-Modern businesses and industry require professionals who are well versed in computational aspects of computer applications. A concentration in **computational mathematics** is obtained by completing the requirements for a minor in computer science and selecting the following as mathematics electives:

MAT 254	Discrete Mathematics II
MAT 374	Theory of Computation
MAT 456	Numerical Analysis

 Additional courses or even a minor in computer science are also suggested.
4. *Mathematics for Secondary School Teaching*-Florida State Department of Education requires that students who seek **teacher certification** to teach mathematics in middle/secondary schools must fulfil the following requirements:
 - a. The following courses must be taken:

MAT 300	Practicum in Teaching
MAT 321	Topics in Geometry
MAT 462	Number Theory
MAT 471	History of Mathematics
MAT 476	Teaching Mathematics in the Middle and Secondary Schools
MAT 499	Directed Student Teaching

 One MAT elective above 300
 - a. MAT 321 and MAT 471 may replace MAT 314 and CS 232 in the core courses. The other courses will count as electives.
 - b. A statistics course must be taken: MAT 356 (Statistics for Science) part of the Math Core.
 - c. Majors who intend to pursue teaching certification in any one of these areas must complete the following courses as part of distribution requirements: MAT 152 and PSY 281. MAT 356, which is part of the core, counts as the statistics requirements.
 - c. As professional education co-requisites, students must complete: EDU 151, EDU 417, EDU 463, EDU 318, PSY 382, EDU 151 and 417 and a State-approved TESOL course available in the School of Education.
 - d. Prerequisites for student-teaching (MAT 499): a minimum of 960 on the SAT I or on the enhanced ACT; a cumulative GPA of 3.00 in the major discipline and of 2.50 in distribution requirements; completion with C or above of all co-requisites and the methods course in the sub-

ject area (476); and satisfactory score on the CLAST. To receive the degree, students must obtain a satisfactory score on the general and subject area FTCE.

- e. In addition to the goals of all mathematics majors, the mathematics education major will demonstrate mastery of the concepts essential to mathematics pedagogy as follows: understanding of different cultures, learning styles, special needs, and socioeconomic backgrounds of students, understanding both traditional and alternate methods of assessment, understanding the intellectual, personal, and social development of students, understanding the role of technology in teaching and learning processes, and understanding the influences of diverse learning environments.

Mathematical Sciences Minor A minor in Mathematical Sciences consists of at least 20 credits above the Calculus I level, and must include MAT 211, MAT 212, either MAT 213 or MAT 254, and at least one 300-level course.

Departmental Requirements

- a) **Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. The integrative experience may be the Departmental Area Test, taken in the senior year. Students specializing in Actuarial Science may use the first and second parts of the Actuarial Exam as their integrative experience. The goals of the integrative experience are: a) to demonstrate adequate skills in problem-solving and communication, b) to show a good level of achievement in the use of graphing calculators and mathematical computer software; c) to be able to apply logical reasoning to the proof of mathematical results, and d) to demonstrate a comprehensive view of the mathematical sciences, relating various branches of mathematics among themselves and with applications.
- b) **Community service:** In order to provide the student with hands-on experience of the teaching-learning process, develop the student's own attitude and potential as a communicator of knowledge, and serve the community in the spirit of Barry's mission statement, each student is encouraged to perform community service at least during one semester. For example, a minimum of 30 hours of supervised tutoring in the Department or in the Learning Center or at some local school will satisfy the community service component of the program. Students are encouraged to become members

of a professional society such as ACM, AMS, IEEE, NCTM, or MAA, which provide opportunities for community service.

- c) **Capstone course:** MAT-462 (Number Theory), MAT-471 (History of Mathematics) or MAT-487 (Undergraduate Seminar) are designated as capstone courses. Each of them can help the students integrate their knowledge of mathematics with the historical, philosophical and creative dimensions of general culture.
- d) **Gordon Rule:** The following courses fulfil the State of Florida Gordon Rule: courses at or above the level of college algebra, any course numbered 107 or above.

Course Descriptions— Prefix: MA

010 Mathematical Skills for CLAST (1)

This is a review course that helps the student prepare for the Mathematics section of the Florida College Level Academic Skills Test (CLAST). This course satisfies the requirement of the State of Florida for students who must register for CLAST review preparation in order to remain eligible for State financial aid. CR/PR/NC options only.

Prefix: MAT

090 Pre-Entry Math (3)

This course prepares a student to take MAT-100A. A variety of individualized strategies are used, including programmed materials, computer-aided instruction, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/NC option only. Placement in this course is by appropriate score on the placement test. Three graded attempts maximum.

100A Preparatory Mathematics I (3)

Introduction to algebra; polynomials, factoring, solving linear and quadratic equations. Emphasis on problem solving skills. The course prepares students for MAT 100B and does not fulfill distribution or degree requirements. CR/NC option available. Placement in this course is by appropriate score on the placement test. Three graded attempts maximum.

100B Preparatory Mathematics II (3)

Continuation of MAT 100A. Graphs, systems of linear equations, inequalities, fractional and radical expressions, fractional, radical and quadratic equations; emphasis on problem solving skills. This course does not fulfill distribution or degree requirements. CR/NC option available. Prerequisite: MAT 100A or equivalent score on placement test. Three graded attempts maximum.

100C Preparatory Mathematics III (3)

Basic properties of real and complex numbers, equations and inequalities, coordinates and graphs, equations and graphs of lines. The course prepares science majors to take Precalculus courses, but does not fulfill distribution or degree requirements. CR/NC option available. Prerequisite: MAT 100B or equivalent score on placement test. Three graded attempts maximum.

105 Pre-College Mathematics Review (6)

A review of high school mathematics required for college level work. Topics include sets, real numbers, equations, and inequalities, polynomials, rational expressions, exponents and radicals, quadratic equations and inequalities, coordinate geometry, systems of linear equations and inequalities. This course does not satisfy distribution or degree requirements. CR/NC option available. Prerequisite: appropriate score in the Math Placement Test. Three graded attempts maximum. (In case of doubt about placement, Departmental approval must be obtained prior to registration)

107 General Education Mathematics (3) (formerly MAT-101)

Nature and application of mathematics for liberal arts students. Topics selected from algebra, geometry, logic, numeration systems, probability, and statistics, as required by the State of Florida CLAST examination. Prerequisite: MAT 100B or 105 or satisfactory score on placement test.

108 Precalculus Mathematics for Business (3)

Equations and inequalities; systems of equations and inequalities; exponential and logarithmic functions and their graphs; vectors, matrices, linear programming. Prerequisite: MAT 100B or satisfactory score on the placement test.

109 Precalculus Mathematics I (3)

Functions and their graphs; polynomial, algebraic, exponential, and logarithmic functions, roots of algebraic equations. Prerequisite: MAT 100C or satisfactory score on placement test.

110 Precalculus Mathematics II (3)

Trigonometric functions of angles and of real numbers, trigonometric identities and equations, extension of coordinate geometry. Prerequisites: MAT 109.

152 Elementary Probability and Statistics (3)

Description of sample data; probability; sampling; special distributions; estimation; applications. Not open to science or mathematics majors or minors. Prerequisite: MAT 100B or 105 or satisfactory score on placement test.

201 Fundamentals of Mathematics I (3)

Logic, sets, and integers, fundamentals of integer arithmetic, integer algorithms, extensions of integer systems; equations and inequalities; metric system. Emphasis on problem solving. Prerequisite: MAT 100B or 105 or satisfactory score on the math placement test.

202 Fundamentals of Mathematics II (3)

Informal plane and space geometry, measurements; metric system; coordinate geometry; introduction to probability and statistics; introduction to computers. Emphasis on problem solving. Prerequisite: MAT 201.

210 Calculus with Applications (3)

Applications of calculus to business, social and behavioral sciences. Limits of functions, derivative as the rate of change, marginal cost, marginal revenue. Curve sketching, maximization and optimization, elasticity. Integration, density function, consumers and producers surplus, annuities, exponential and logistic growth. Prerequisite: MAT 108 or equivalent or appropriate score in placement test.

211 Calculus I (4)

Limits of functions and approximation; differentiation and integration of elementary functions; maxima and minima applications. Prerequisites: MAT 110 or 111 or 125.

212 Calculus II (4)

Advanced techniques of differentiation and integration; polar coordinates, sequences and series. Prerequisite: MAT 211.

213 Calculus III (4)

Multivariable calculus; functions of several variables; partial derivatives; multiple integration; theorems of Green, Gauss and Stokes; introduction to linear differential equations. Prerequisite: MAT 212.

252 Statistics with Applications I

Continuation of MAT 152. Hypothesis testing, regression and correlation, chi-square and F distributions, nonparametric statistics. Emphasis on applications to social and behavioral sciences. Prerequisite: MAT-152 or equivalent or Department Chair's permission.

253 Discrete Mathematics I (3)

Sets, counting, methods of proof. Logic. Relations, types of relations, functions, types of functions. Recursive functions. Prerequisite: MAT 110 or 125.

254 Discrete Mathematics II (3)

Systems of linear equations, matrices, matrix operations. Graphs, lattices, Boolean algebras, regular expressions, finite state automata. Decidability, formal languages and grammars. Computational complexity. Prerequisite: MAT 253.

300 Special Topics (3)

Contents to be determined each semester by the Department to meet needs of the program and/or of the students. Prerequisite: Departmental approval.

310 Advanced Calculus I (3)

Functions, sequences, limits. Continuity, uniform continuity. Differentiation. Series, Uniform convergence. Prerequisite: MAT 213.

311 Advanced Calculus II (3)

Continuation of MAT 310. Reimann-Stieltjes integral; functions of several variables, partial differentiation; multiple integrals. Prerequisites: MAT 310.

314 Differential Equations (3)

Linear differential equations; systems of differential equations; solutions by series and by numerical methods; applications. Prerequisite: MAT 212.

321 Topics in Geometry (3)

Topics selected from Euclidean and non-Euclidean geometry, including: geometric proofs from an axiomatic viewpoint; incidence and separation properties of the plane and the space; extension of congruence, area and similarity; advanced topics. Prerequisite: MAT 213.

331 Algebraic Structures I (3)

Groups, Lagrange's theorem, homomorphisms. Rings, integral domains, field of quotients, polynomial rings, unique factorization domains. Fields and finite field extensions. Prerequisite: MAT 253.

332 Linear Algebra (3)

Systems of linear equations, matrices, vector spaces, linear transformations, determinant. Quadratic forms, eigenvalues and eigenvectors. Prerequisite: MAT 211.

356 Statistics for Science (3)

Analysis of data, histograms, measures of central tendency and of dispersion. Probability, normal curve. Statistical tests; hypothesis testing. This course is designed for science majors (Biology, Physics, Chemistry, Computer Science, Mathematical Sciences). Prerequisite: MAT 211.

374 Theory of Computation (3)

A study of mathematical, engineering and linguistic foundations of theoretical computer science: abstract machines and languages, formal grammars, finite-state machines, finite-state languages, automata, Turing machines, recursive functions. Prerequisite: MAT 254.

414 Methods of Mathematical Physics (3)

Fourier analysis, special functions, calculus of variations. Selected partial differential equations. Integral equations. Prerequisites: MAT 213 and MAT 314.

415 Introduction to Real Analysis (3)

The real numbers, real functions. Measure theory. The Lebesgue integral. Prerequisites: MAT 311.

416 Introduction to Complex Analysis (3)

Analytic functions, Cauchy-Riemann conditions. Complex integration, Cauchy's theorem and integral formula. Power series, Laurent series. Calculus of residues and applications. Prerequisite: MAT 213.

441 Introduction to Topology (3)

Axiom of choice, topological spaces, metric spaces. Compactness, connectedness. Separation properties, quotient spaces. Compactification. Prerequisite: MAT 213.

451 Probability Theory (3)

Probability spaces, distribution functions, central limit theorem, conditional probability. Prerequisite: MAT 356.

452 Mathematical Statistics (3)

Sampling theory, statistical inference, hypothesis testing. Prerequisite: MAT 451.

456 Numerical Analysis (3)

A survey of numerical and computational methods for solving algebraic problems. Zero location, maxima and minima, Newton's methods, vector and matrix operations, characteristic value problem, numerical approximation to differential equations. Use of computer algorithms and programming is involved. Prerequisites: MAT 314 and 332.

462 Number Theory (3)

The integers, congruences, multiplicative functions, primitive roots, quadratic residues, reciprocity, diophantine equations, applications to cryptology. Prerequisite: MAT 253.

471 History of Mathematics (3)

People and ideas that have shaped the mathematical sciences throughout history. Contemporary problems and leading contributions. Emphasis on activities for secondary school mathematics classroom, which incorporate the historical viewpoint. Prerequisite: MAT 211.

476 Teaching Mathematics in the Middle and Secondary School (3)

Methods of mathematics teaching for the prospective middle and secondary school teacher. Prerequisite: 21 credits in mathematics, including MAT 211, and candidacy in the School of Education.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisites: Dean's and Department Chair's approval.

487 Undergraduate Mathematics Seminar (1-3 credits)

Topics will be chosen according to student and faculty interest. Presentations of papers on original work or advanced material to be discussed under a faculty moderator. Prerequisites: Junior or senior standing and Department Chair's approval.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

COMPUTER SCIENCE (B.S.)

The Department of Mathematics and Computer Science offers a program of study leading to the degree of **Bachelor of Science in Computer Science**.

Computer Sciences is a modern, well-developed and vibrant area of knowledge that has roots in ancient history, from the Chinese abacus and the Babylonian tablets to Pascal's primitive calculator, Turing machines, and ENIAC. The Department of Mathematics and Computer Sciences offers computer courses which are applied in many areas. A program of student leading to the degree of Bachelor of Science in Computer Science is also offered by the Department.

The program is designed to provide Computer Science majors with a solid technical foundation in the field of computers, allowing them to select among diverse areas of specialization. Academic quality is achieved through a close working relationship between faculty and students, in an atmosphere of serious work. The program provides a balance between theory and applications, between problem-solving techniques and system implementation. Thus, our graduates not only compete successfully in the job market, but they are also ready to pursue advanced studies in Computer Science.

Students who major in Computer Science will study such subjects as software engineering, computer networks, databases, computer architecture, systems programming, operating systems, UNIX, expert systems, artificial intelligence, computer graphics, and numerical computing.

Computer facilities include a Departmental computer lab, a SUN Sparc10 server and two Sparc workstations running Solaris, five DECstations 5000 and six VAXstations 3100 running ULTRIX, plus IBM compatible and MacIntosh computers. The University also has a DEC Alpha Sable 2100 running VMS and a large network of IBM compatible and MacIntosh computers. Computer Science and Mathematical Science

majors are provided with permanent access to this equipment throughout their course of study at Barry.

Some learning objectives of Computer Science courses are the following:

1. To develop computer language skills necessary for programming.
2. To develop expertise in the design and use of software, databases, computer architecture and applications.
3. To understand the physical components of computer hardware, networks, and telecommunications, and develop ways to use this knowledge effectively.
4. To develop an open mind and facility for learning new materials, as the field of computer science evolves very rapidly and demands continuing education beyond the classroom.
5. To develop critical attitudes concerning the proper use of computers in society, which are appropriate to the ethical values of Barry University.

Major in Computer Science

There are two concentration areas within the Computer Science major:

Track A: Standard Concentration

Track B: Concentration in Communication and Information

A. Standard Concentration

The curriculum for the standard CS concentration consists of the following courses:

Computer Science Core	40 cr.
Computer Science Electives	6 cr.
Mathematics Minor	20 cr.
Physics	8 cr.
General Electives	9 cr.
Distribution Requirements	36 cr.
Freshman Seminar	3 cr.
Total:	120 credits

Computer Science Core

Course		Credits
CS 231	Computer Science I	4
CS 232	Computer Science II	4
CS 311	Assembly Language	3
CS 328	Unix, C and Systems Concepts	3
CS 331	Data Structures and Algorithms	3
CS 332	Computer Hardware Organization	3
CS 413	Operating Systems	3
CS 414	Computer Architecture	3
CS 426	Databases	3
CS 428	Object-Oriented Software Development	3

CS 431	Concepts of Programming Languages	3
CS 471	Computer Networks	3
CS 487	Seminar (Integrative Experience, Two Semesters) 1-1	40

Computer Science Electives

Elective courses consist of six hours of 300 or 400 level Computer Science or selected Mathematics courses with the advisor's approval.

Mathematics Minor

Given the close interaction between mathematics and computer science, every major in CS also obtains a minor in mathematical science, which consists of 20 credits in mathematics courses, including:

MAT 211	Calculus I	4
MAT 212	Calculus II	4
MAT 253	Discrete Mathematics I	3
MAT 254	Discrete Mathematics II	3
MAT 356	Statistics for Science	3

and at least another MAT course above MAT 212.

The following are suggested:

MAT 213	Calculus III	4
MAT 314	Differential Equations	3
MAT 332	Linear Algebra	3
MAT 374	Theory of Computation	3
MAT 451	Probability Theory	3
MAT 452	Mathematical Statistics	3
MAT 456	Numerical Analysis	3

The minimum grade of C is required in all major and minor courses.

Science Requirements

The following are corequisites of the CS major and must be passed with a grade of C or better:

PHY 201	General College Physics I	4
PHY 202	General College Physics II	4

Note: The credits in Mathematics and Physics satisfy the Barry distribution requirements in Science and Mathematics.

B. Concentration on Computer Communications and Information

The curriculum consists of the following courses:

Computer Science Core:	37
Computer Science Electives	12
Mathematics Requirements	6
General Electives	6
Distribution Requirements	36
Suggested Minor	20
Freshman Seminar	3

TOTAL: 120 credits

CS Core Courses

CS 131	Fundamentals of Computer Programming	3
CS 231	Computer Science I	4
CS 305	Computer Systems	3
CS 338	Networks in Cyberspace	3
CS 341	Multimedia Systems	3
CS 372	Software Engineering	3
CS 406	Operating Systems Environment	3
CS 407	Database Programming & Administration	3
CS 456	Introduction to Expert Systems	3
CS 471	Computer Networks	3
CS 477	Computer Security	3
CS 499	Internship	3
TOTAL		37

CS Elective Courses

In addition, the program requires four elective CS or MAT courses at the 300-400 level. MAT 253 and MAT 254 may also be chosen as CS electives.

Mathematics requirements

MAT 109 (Precalculus I) and MAT 152 (Elementary Probability and Statistics), 3 credits each.

Suggested minor

A minimum of 20 credits should be earned in an approved area. Suggestions include: Art, Business, Communication, Management, Marketing, Mathematical Science and Photography.

General Electives

Ten hours of other courses at Barry. They must be chosen with the academic advisor's approval.

Minor in Computer Science

The **minor** in Computer Science consists of at least 20 credits in CS courses approved by the advisor, which must include CS 231, CS 232, and CS 331.

Minor in Computers in Communication

Twenty or more credits in approved CS courses that relate to the field of Communication including CS 180, CS 325, CS 334 and CS 341.

Departmental Requirements

a) **Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience, which may be a Departmental Area Test or a computer science project, as a prerequisite for graduation. The goal of the integrative experience is to demonstrate a) good skills in problem-solving, b) adequate use of what the

student has learned in the CS courses, and c) a comprehensive and synthetic view of the computer field.

- b) **Community service:** At least one semester of community service will be expected of each graduate. The student will devote a minimum of 30 hours of supervised tutoring in the Learning Center, the computer laboratory, or some equivalent task. This experience is included in the program in order to develop the student's own attitude and potential as a computer scientist in service of the community in the spirit of Barry's mission statement.
- c) **Capstone course:** CS 487 (Undergraduate Seminar) is designed to help students integrate their knowledge of computer science with the historical, philosophical, and creative dimensions of general culture. This course will help integrate what the student has learned in the major, with what has been learned in distribution courses.

State of Florida K-12 teacher certification in computer science

The State of Florida requires K-12 teachers of computers to have skills in ten areas listed below, together with the CS courses that meet these requirements:

1. Knowledge of problem-solving and algorithms: CS 231, 232, 323
2. Knowledge of data types and structures: CS 331
3. Knowledge of computer programming: CS 231, 232, 301
4. Knowledge of computer systems: CS 180, 332, 413, 414
5. Knowledge of computer software: CS 311, 312, 372, 414, 456
6. Knowledge of application software for computers: CS 180, 325, 334, 440
7. Knowledge of computer technology in society: CS 180, 477
8. Knowledge of the history of computer technology: CS 180, 456
9. Knowledge of computer science in the curriculum: ECT 405, 415 (under School of Education).
10. Knowledge of pedagogy in computer science: ECT 476 (under School of Education)

The content area of the program leading to the B.S. in Computer Science exceeds the requirements of the State of Florida for teacher certification in Computer Science. For further information, please contact the Department Chair.

Course Descriptions— Computer Science Prefix: CS

121 Foundations of Computer Science (3)

Historical, logical and mathematical foundations of computer science at an introductory level. Number systems, representation of information, elements of symbolic logic, problem-solving techniques, and models of computing machines. Prerequisites: none.

131 Fundamentals of Computer Programming (3)

An introduction to programming, the science of computers and applications, including the Internet. Program design, documentation, implementation, testing and debugging. Programming constructs and data structures (control, loops, functions, arrays). This is a first course in computer programming for students without any previous programming experience. Prerequisites: none.

180 Introduction to Computers (3)

An introduction to the main concepts and applications of computers from a liberal arts approach: how everyday ideas can be meaningfully represented by electrical currents which are manipulated inside a computer, computer design and construction, and an introduction to computer languages. This is a first course about computers: what they are, what they can do, what they cannot do, and their history. Ethical-social issues involving computers. Students will be exposed to the use of a variety of computer hardware and software. Not acceptable for the Computer Science major. No prerequisites.

231 Computer Science I (4)

Evolution of hardware and software. Problem analysis and algorithm development. Data types, control structures, subprograms, scope, and recursion. Programming language to be used: Pascal. Prerequisite: MAT 109 or Department Chair approval.

232 Computer Science II (4)

Programming methodology. Array, record and access types. Data abstraction. Search techniques. Algorithm complexity. Programming language to be used: Pascal. Prerequisite: CS 231 and MAT 110 or Department Chair approval.

300 Special Topics (3)

Contents to be determined each semester by the Department to meet the needs of the program and/or the students. Prerequisite: Department Chair approval.

301A-G Introduction to Programming (1 each)

Courses in this series provide the student with an introduction to the syntax of a programming language. Languages available are Pascal, Ada, C, COBOL, RPG, FORTRAN and LISP. Prerequisite: CS 180.

305 Computer Systems (3)

Study of current microcomputer and minicomputer systems. Types and performance of hardware components. System software and programming. Multimedia and I/O devices. Resource management. Computer hardware and software trends. Prerequisite: CS 231 or equivalent.

311 Assembly Language (3)

Basic machine organization. Number systems. Data representation. Addressing schemes. Arithmetic and logic instructions. Loops. Subroutines. Pseudo operations. Macros. Input/output. Prerequisite: CS 232.

312 Computer Software Organization (3)

The design of assemblers, loaders, linkers and macro processors. A large project is implemented, consisting of an assembler and a loader or macro processor. Prerequisite: CS 311.

323 Introduction to File Processing (3)

Introduction to structuring data on bulk storage devices (e.g., floppy or hard disks). Introduction to concepts of data base. Prerequisite: CS 331.

325 Desktop Publishing (3)

Design and production of high-quality publications from desktop computers. Text editing and text manipulation. Creation of simple graphics. Importing, pasting and cropping graphics. Use of design elements. Printing. Different types of hardware and software will be discussed. This course is not acceptable as part of the CS major. Prerequisite: CS 180 or equivalent.

328 Unix, C and Systems Concepts (3)

The Unix operating system, shell programming and the C programming language. Applications to the development of systems software, such as assemblers and loaders. A large project is implemented. Prerequisite: CS 232 or Department Chair approval.

331 Data Structures and Algorithms (3)

Algorithm analysis. Abstract data types. Techniques for the implementation of abstract data types, such as arrays, stacks, queues, trees, heaps, and graphs. Sorting. Prerequisite: CS 232 and MAT 253.

332 Computer Hardware Organization (3)

Boolean algebras and switching functions. Gates. Memory devices. Combinational systems, simplification and decomposition. Sequential systems. Analysis and synthesis. Design of digital systems. Prerequisite: MAT 109 or Department Chair approval.

334 Computerized Graphics (3)

Development of graphics using various computer software. Graphic files. Bitmapped and vector graphics. Color. Format conversion. Drawing, painting.

fractalizing, ray tracing and animation. This course is not acceptable as part of the CS major. Prerequisite: CS 180 or equivalent.

338 Networks in Cyberspace (3)

Concepts, tools and issues in data communications, computer networks and networked information. Emphasis placed in Internet and associated services (e-mail, file transfer, remote connections etc.) Software tools to developments and reach Internet resources. Web publishing. Issues and trends in network computing. Prerequisite: CS 180 or equivalent.

341 Multimedia systems (3)

Information retrieval, multimedia organization and design. Editing and manipulating hypertext. Audio, video and still image processing. Development of multimedia for networked systems in a cross-platform environment. Prerequisite: CS 180 or Department Chair approval.

359, 459 Independent Study (1-3)

Supervised research in areas of special interest to the student. Prerequisite: Dean's and Department Chair's approval required.

372 Software Engineering (3)

Basic tools and techniques for specifying, designing, implementing, verifying and validating large software projects. Prerequisite: CS 331 or Department Chair approval.

406 Operating Systems Environments (3)

Fundamental concepts and operations of an operating system. Installation and configuration of current versions of the most popular operating systems, such as Windows 95/98, UNIX, Windows NT, etc. Administration, trouble-shooting and optimization of operating systems. Prerequisite: CS 231 or equivalent.

407 Database Programming and Administration (s)

Design and implementation of databases in client/server environments. SQL server installation and administration. Development of application programming interfaces. Design of contributed databases. Multimedia and object-oriented support. Prerequisite: CS 231 or equivalent.

413 Operating Systems (3)

Organization and functions of operating systems. Design principles. Resource management. Process management. File systems. Some case studies. A large project consisting of the essential parts of an operating system is implemented. Prerequisite: CS 331.

414 Computer Architecture (3)

Computer interconnections structure. Machine instructions. Central processing unit: structure and function. Computer arithmetic. Internal and external memory.

The control unit: operation of microprogrammed control. A large project is implemented. Prerequisites: CS 311 and CS 332.

426 Databases

Physical data organization. The network, hierarchical and relational models. Query languages. Design of relational databases. Query optimization. Integrity and security. Distributed databases. Prerequisite: CS 331.

428 Object-Oriented Design and Software Development (3)

Analysis of the object-oriented approach to systems design. Object-oriented languages: C++ and Smalltalk. Applications to X-Windows programming. A large project is implemented. Prerequisites: CS 328 and CS 331.

431 Concepts of Programming Languages (3)

Survey of programming languages and language features. The syntax of programming languages and an introduction to compilers. Functional, object-oriented and logic programming. Languages to be discussed include pascal, ADA, C, FORTRAN, LISP, PROLOG, SMALLTALK and C++. Prerequisite: CS 331.

432 Compiler Design (3) (formerly Theory of Programming Languages)

Language translation and compiler design. Lexical analysis. Syntax analysis. Operator precedence and LR parsers. Parser generators. Intermediate code. Optimization. Prerequisites: CS 331 and MAT 254.

437 Computer Graphics (3)

Basic raster graphics algorithms for two-dimensional primitives: scan converting lines, circles, ellipses, filling polygons, clipping, antialiasing. Geometrical transformations: translation and rotation. Viewing in three dimensions. Illumination and shading. Prerequisite: CS 331.

440 Data Communications (3)

Techniques and applications in data communications. Types of data communications versus discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisite: CS 331 or Department Chair approval.

453 Artificial Intelligence (3)

Programming languages for Artificial Intelligence. Predicate calculus. Search. Knowledge representation. Natural language understanding. Planning. Prerequisite: CS 331.

454 Robotics (3)

Design and control of stationary and mobile robots. Robot morphology. The nature of the drive mechanisms (electrical, mechanical, pneumatic, and hydraulic).

lic) are described, as well as sensors, motors, effectors, and the various peripheral modules. Simple feedback mechanisms. Prerequisite: CS 331.

456 Introduction to Expert Systems (3)

Applications-oriented facet of Artificial Intelligence. The course will introduce applications of expert systems in various fields, e.g. business, education, and medicine. Prerequisite: CS 331.

471 Computer Networks (3)

Traditional packet switching as well as satellite networks and local area networks. Distributed processing. Network architectures and protocols will be analyzed in the local area network environment. Prerequisite: CS 331.

477 Computer Security (3)

Topics include security for data communication (encryption), database, microcomputers. Other topics covered are computer center security, disaster planning, personnel screening, threat evaluation. Prerequisite: CS 440.

487 Seminar (1-3)

Students present topics of current interest in computer science. The material to be discussed will be taken from journals, proceedings or specialized books, but not from regular textbooks. This course serves as an integrative experience for Computer Science majors. Prerequisite: CS 331.

499 Internship (3-12)

Computer Science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours. Prerequisites: Junior status, and advisor and Department Chair approval.

Engineering

Taking advantage of the University's strength in the liberal arts, Barry offers two different programs which combine a strong foundation in the sciences and the humanities with a professional engineering degree at an accredited institution after studies at Barry.

Dual Degree program

Barry University offers a **Dual Degree Program** in association with the University of Miami. A student can be a Mathematical Sciences or a Computer Science major and also enroll in this program. At the end of three years (at least 90 credits) at Barry, students must have fulfilled most of the major and distribution requirements that prepare them for transferring to the School of Engineering at the University of Miami.

Departmental advisors help dual degree students chart out an appropriate program of study that will lead to successful completion of all of Barry requirements for a Bachelor's degree, and to transferring to an appropriate branch of Engineering at the University of Miami in one of the following areas: Architectural Engineering, Civil Engineering, Electrical and Computer Engineering, Engineering Science, Industrial Engineering, or Mechanical Engineering. Professional courses in Engineering are usually completed in two years.

After approximately five years, and upon satisfactory completion of all requirements, the student receives a Barry University Bachelor's degree in the chosen major, and a Bachelor's degree in Engineering from the University of Miami.

Presently, conversations are underway between Barry University and other schools to extend the dual degree program to other institutions besides the University of Miami.

Pre-Engineering

Since 1983 students have enrolled in Barry University's **Pre-Engineering Program**. **Pre-Engineering** students take their courses in sciences and humanities at Barry before transferring to an accredited School of Engineering. After transferring, and depending on the School of Engineering chosen, some additional prerequisite coursework may be needed. Each pre-Engineering student usually takes at least sixty credits at Barry, and is assisted by an academic advisor in the selection of an appropriate program of study, in the choice of a school of engineering, as well as the transfer process.

Early in the program, pre-engineering students are encouraged to contact specific engineering schools to inquire about special requirements. Mechanical Engineering may require CS 437 (Computer Graphics); Chemical Engineering requires one or more chemistry courses; Environmental Engineering may require biology, anatomy, zoology, or botany. Admission into an Engineering School is highly competitive. Therefore, a well-planned program of study must be carefully chosen. Barry has an excellent record of students being able to transfer into excellent engineering schools after completing two years at Barry.

DEPARTMENT OF PHYSICAL SCIENCES

Faculty: Boulos, Fisher, Goehl, Sommerer.

The Department of Physical Sciences includes the following:

- Chemistry major
- Chemistry minor
- Environmental Chemistry
- Physics
- Pre-Dental
- Pre-Medical
- Pre-Veterinary
- Pre-Pharmacy

CHEMISTRY (B.S.)

Students electing a Chemistry major should have a satisfactory background in high school chemistry and a minimum of 3 years of college preparatory mathematics. The Bachelor of Science degree with a major in Chemistry prepares the student for graduate programs in Chemistry, for medical, dental, pharmacy or veterinary school, for employment in industry, government and environmental chemistry laboratories, and for chemistry teaching.

Major: The course of studies for the Chemistry major may be adapted to the interests and goals of the individual student. Generally, the major includes 39 credits of chemistry and additional credits in related sciences and mathematics, including CHE 111, 111L, 112, 112L, 243, 243L, 244, 244L, 321, Physical Chemistry, and other upper-level chemistry courses (not CHE 300); PHY 211, 211L, 212, 212L (preferably) or PHY 201, 201L, 202, 202L; and Mathematics through MAT 212. The Department requires that each major take the Major Field Achievement Test in chemistry as the integrative experience, required for graduation. The minimum grade of C is required in all major courses and related courses.

Environmental Chemistry Track: The course of studies for the Environmental Chemistry track requires the completion of the Chemistry major, including CHE 109 and CHE 421, MAT 356, BIO 112, BIO 116 and BIO 312. Suggested additional biology courses are BIO 305, BIO 310, and BIO 325.

Minor: A minor in Chemistry (20 credits) includes CHE 111, 111L, 112, 112L, 243, 243L and an additional 8 credits in higher courses (not CHE 300) with a minimum grade of C.

Students planning to study pharmacy can take up to two years of pre-pharmacy preparation under the direction of the Physical Sciences Department. See the section below on Pre-Pharmacy.

Pre-Medical, Pre-Dental, Pre-Pharmacy or Pre-Veterinary: Professional schools do not require a degree in the sciences and, in fact, consider majors in any discipline to be acceptable for admission. What is typically required is a basic core of 16-20 credit hours of chemistry, 4-8 of biology and 8 of physics.

Most medical schools require a minimum of CHE 111, 111L, 112, 112L, 243, 243L, 244, 244L; BIO 122, 116; eight credits of physics; and MAT 211. Specific requirements, however, vary from school to school. Students considering a career in medicine are urged to contact the professional school of their choice early in their studies for academic advising.

Admission to professional schools is competitive and the admission process considers courses, grades, performance on the Medical, Dental, Pharmacy or Veterinary College Admission Test (i.e., MCAT/DCAT taken during the junior year), personal interviews at the professional schools during the senior year and letters of evaluation.

Course Descriptions— Chemistry Prefix: CHE

109 Environmental Perspectives in Chemistry (1)

An examination of environmental problems emphasizing chemical aspects of problems and their solution. Topics include the air we breathe, the ozone layer, global warming, water, acid rain and nuclear fission. (Corequisite: CHE 111)

110 Preparation for College Chemistry (3)

Preliminary course for students who wish to complete a major or minor sequence in chemistry but do not meet requirements for admission to Chemistry 111; given on CR/NC option only; credit not applicable toward the major or minor. Prerequisite: Mathematics placement in MAT 105 or higher.

111, 112 General Chemistry and Qualitative Analysis (3) (3)

Chemical principles and descriptive inorganic chemistry for students majoring in science and mathematics. Prerequisite for CHE 111: CHE 110 or high school chemistry and satisfactory score on chemistry placement test, and mathematics placement in MAT 109 or higher; Corequisite: 111L. Prerequisite for CHE 112: CHE 111, CHE 111L; Corequisite CHE 112L.

111L, 112L General Chemistry and Qualitative Analysis Laboratory (1) (1)

Three hour laboratory to be taken concurrently with CHE 111, 112. (Special fee)

CHE 199 Chemistry for Liberal Arts

Introductory chemistry course with emphasis on chemical concepts and applications to understanding the world around us. Laboratory exercises are performed to reinforce chemical concepts discussed in lecture. This course is intended for non-science majors who wish to fulfill the science distribution requirement. 2 hours lecture, 2 hours laboratory weekly.

152, 152L Introduction to Organic and Biological Chemistry (3) (1)

Organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly, to be taken concurrently. Prerequisite: High school chemistry or CHE 105. (Special fee)

241 Organic Chemistry Survey (4)

Structure and reactions of monofunctional compounds, with related laboratory. Offered in BEC program only.

243, 244 Organic Chemistry (3) (3)

Chemistry of carbon compounds, their structure, reactivity, and reaction mechanisms. Prerequisite for CHE 243: CHE 112, 112L; Corequisite: CHE 243L. Prerequisite for CHE 244: CHE 243, 243L; Corequisite: CHE 244L.

243L, 244L Organic Chemistry

Laboratory (1) (1)

Three hour laboratory to be taken concurrently with CHE 243, 244. (Special fee)

300 Special Topics (3)

Special Topics in Chemistry for students in other fields; not part of the chemistry major or minor. No prerequisites or corequisites.

321 Quantitative Analysis (4)

Theory and practice of analysis, including volumetric, colorimetric, gravimetric and electrochemical procedures. 2 hours lecture, 6 hours laboratory. Prerequisite: Chemistry 112. (Special fee)

341 Organic and Introductory Biochemistry for the Health Sciences (3)

Survey of organic molecular structure, important organic functional groups and their chemical reactivity, and introduction to biological molecules and their functions. Prerequisites: CHE 111 and 112 or equivalent.

352 Biochemistry (4)

Molecular structures in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. See Biology 352. Prerequisite: Chemistry 243.

355 Basic Physical Chemistry (3)

Selected topics in physical chemistry for students in the life sciences as well as for those who will continue in the physical chemistry sequence. Prerequisites: Chemistry 112, Physics 212 or 202, Mathematics 211.

356, 357 Physical Chemistry (3) (3)

Quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisite: Chemistry 355 or permission of Department, Physics 212 or 202, Mathematics 212 or equivalent.

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics; one four-hour laboratory weekly. Prerequisite: Chemistry 355 and permission of Department Chair. (Special fee)

421 Instrumental Analysis (4)

Theory and application of modern instrumental analytical techniques, including ultraviolet and visible spectrophotometry, emission, atomic absorption, infrared and nuclear magnetic resonance spectroscopy, liquid and gas chromatography, mass spectrometry and electrochemical methods. Three lectures and one four-hour laboratory period per week. Prerequisite: Chemistry 356. (Special fee)

447 Advanced Organic Chemistry (3)

Advanced topics in organic chemistry such as syntheses, reaction mechanisms, spectroscopy, and qualitative-organic analysis. Prerequisite: Chemistry 244. Corequisite: Chemistry 355.

452 Biochemistry for High School Teachers (3)

Concepts and developments in biochemistry; the molecular basis of life processes. Prerequisite: CHE 476 or teaching chemistry.

460 Inorganic Chemistry (3)

Senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356 or permission of Department Chair.

476 Teaching Chemistry in Middle and Secondary Schools (3)

Special methods course in teaching chemistry in middle and secondary schools. Prerequisite or corequisite: Chemistry 355. Tutorial.

259, 359, 459 Independent Research (3) (3) (3)

Opportunity for work in areas of special interest to the student. Prerequisite: Dean and Department Chair approval. May be repeated for a total of 6 credit hours.

295, 395, 495 Research (1-3) (1-3) (1-3)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work under direction of selected staff member. MARC scholars follow a special research program. Prerequisite: Department Chair approval. (Special fee) May be repeated.

NON-DEGREE PROGRAMS**PRE-PHARMACY**

The student planning to earn a B.S. in Pharmacy can take up to two years of Pre-Pharmacy at Barry University. The curriculum in the School of Arts and Sciences, under the direction of the Department of Physical Sciences, is made up of courses required in the first two years by most institutions granting the bachelors degree in pharmacy. These will include CHE 111, 111L, 112, 112L, 243, 243L, 244, 244L; PHY 201, 201L, 202, 202L; MAT 211; BIO 112, 116. Admission to these courses presumes adequate high school preparation. Students less well prepared will require a preliminary course in chemistry and, possibly, in mathematics.

Barry's Pre-Pharmacy program prepares the student to take the Pharmacy College Admissions Test (PCAT) and to apply to a College of Pharmacy. Pre-Pharmacy students are expected to inform themselves of the specific requirements of the school to which they plan to transfer. Admission remains competitive.

PHYSICS

The study of physics helps to develop a habit of seeking and recognizing the underlying physical principles in observation of the environment. Offerings in physics are designed to meet the needs of students concentrating in science, mathematics, pre-engineering and the allied health areas; and to provide opportunities for liberal arts students to see the world around them with new understanding.

**Course Descriptions—
Physics Prefix: PHY****105 Physical Science (1-3)**

Organized according to modules; student may elect as many as three modules during the semester; each module centers on one topic, which is developed through demonstration, lecture, and simple laboratory exercises.

141 Introductory Physics for the Allied Health Sciences (2) (2) Concurrently

Basic concepts of physics for students of physical therapy and certain other allied health programs. (Special fee)

151, 151L Introductory Physics (3) (1)

Basic concepts of physics, for students desiring a one-semester course with laboratory. 3 hours lecture, 2 hours laboratory. PHY 151 and PHY 151L must be taken concurrently. (Special fee)

210 Preparation for College Physics (1)

Emphasis on the problem-solving skills required for PHY 211. Required for those students enrolled in PHY 211. CR/PR/NC Option only. Does not fulfill distribution or degree requirements. Prerequisite: MAT 211. PHY 211 must be taken concurrently. May be repeated for a total of 2 credit hours.

**201, 201L, 202, 202L General College
Physics (3) (1) (3) (1)**

Mechanics, heat, wave phenomena, electricity and magnetism, optics, modern physics. 3 hours lecture, 3 hours laboratory. Prerequisite: MAT 110 or equivalent; recommended: MAT 211, PHY 201 and 201L must be taken concurrently, also PHY 202 and 202L. PHY 200, if indicated by a placement test, must be taken concurrently. Prerequisite for PHY 202: PHY 201, 201L. (Special fee)

**211, 211L, 212, 212L University Physics
(3) (1) (3) (1)**

Calculus-based physics including mechanics, heat, wave phenomena, electricity and magnetism, optics, modern physics; for pre-engineering students and for students of science and mathematics desiring a calculus-based physics course. 3 hours lecture, 3 hours labo-

ratory. PHY 211 and 211L must be taken concurrently, also PHY 212, 212L; Prerequisite: MAT 211. Prerequisite for PHY 212: PHY 211, 211L. (Special fee)

300 Special Topics in Physics (3)

Technology and Society. Discussion of the relationship between modern technology and society; guest lectures by members of the Barry faculty are featured; no scientific background is assumed; satisfies the distribution requirement for science.

313 Statics (3)

Principles of statics, rigid body equilibrium, trusses, frames, machines, friction, moments of inertia. Prerequisites: PHY 211, MAT 211.

476 Teaching Physical Science in the Middle and Secondary Schools (3)

Special methods course in teaching physical science in the middle and secondary schools. Prerequisite: a thirty-hour content area in the physical sciences. Tutorial.

DEPARTMENT OF PSYCHOLOGY

Linda M. Peterson, Ph.D., Chair

Faculty: Burns, Desrosiers, Koncsol, Muscarella, Starratt, Shine, Szuchman

PSYCHOLOGY (B.S.)

The psychology major requires the completion of 39 credits. The required courses include PSY 281, 320, 325, 333, 382, 413, 490, and 497. MAT 152 is a co-requisite for psychology majors. The student is permitted wide flexibility in the choice of the remaining five or more elective courses from the various specialties of psychology. Semesters during which courses are typically offered are indicated in parentheses at the end of each course description.

The minimum grade of C is required in all major and minor courses. Psychology majors are required to achieve a satisfactory grade on their integrative experience, PSY 497.

Psychology Minor

The Psychology minor (21 cr.) requires PSY 281, 382, 325, 413, and 9 elective credits within the discipline, with a minimum grade of C.

PSY 281 is a prerequisite to all other psychology courses.

Course Descriptions— Psychology Prefix: PSY

281 Introduction to Psychology (3)

Survey of general principles underlying human behavior, including the study of the nervous system, perception, learning, emotion, personality and mental disorders. (Fall, Spring, Summer)

282 Psychology of Adjustment (3)

Introduction to applied psychology with an emphasis on knowledge useful to daily life such as human development, stress management, and communication skills. (Occasional offering)

300 Special Topics (3)

Content to be determined by the Department as requested by faculty and/or students to fulfill specified needs or interests.

306 Psychology of Women (3)

Study of the various issues affecting the changing role of women in today's society; consideration given to psychological and social factors as they relate to contemporary feminine behavior. (Spring)

316 Cognitive Psychology (3)

Current research and theory which addresses the issue of how people think. Includes information processing, memory, attention, language comprehension, reasoning, and problem solving. (Occasional offering)

318 Psychology of Learning (3)

Study of the basic principles related to human and animal learning with special emphasis on the theoretical approaches utilized to explain various learning phenomena. (Spring)

320 Tests and Measurements (3)

Introduction to testing, including discussion of validity, reliability and overview of testing instruments in clinical, educational, and industrial settings. Prerequisite: MAT 152 (\$30 fee). (Fall, Spring)

323 History and Systems (3)

Consideration of the major historical schools of psychological thought and their relationship to the present-day discipline of psychology. (Fall)

325 Theories of Personality (3)

Survey of theoretical approaches to the study of personality, from Freudian theory to contemporary theories. (Fall, Spring)

333 Experimental Psychology (3)

Mastery of research methods and techniques with emphasis on experimental design; students conduct experiments, evaluate data, and write research reports. Prerequisite: MAT 152. (Fall)

334 Advanced Experimental Psychology (3)

Application of research skills to a full experimental study. Especially recommended for students who are planning to do graduate work. Prerequisites: MAT 152, PSY 333. (Spring)

343 Introduction to Perception (3)

Survey of contemporary issues in the area of perception and of the theories offered to explain perceptual phenomena. (Spring)

370 Social Psychology (3)

Cognitive processes, roles, communication and persuasion, aggression and interaction of individuals within small and large groups are studied from a psychological perspective. (Fall)

382 Developmental Psychology (3)

Analysis of human development from conception through old age, with emphasis on theory and research as they relate to changes in physiological, cognitive, and affective processes throughout the lifespan. (Fall, Spring, Summer)

413 Abnormal Psychology (3)

Theories of abnormal behavior, pathological syndromes, methods of treatment, and prevention. (Fall)

417 Psychology of Aging (3)

Analysis of the factors characterizing normal aging: biological and perceptual changes, social processes, work and retirement, family, sexuality, cognition, personality. Disorders associated with aging are also covered. (Spring, even years)

423 Industrial Psychology (3)

Application of psychological principles and procedures in business and industry settings; consideration given to topics such as selection, placement, employee motivation, morale and leadership. (Spring or Fall)

426 Health Psychology (3)

Study of the application of principles of psychology to health enhancement, illness prevention, diagnosis and treatment of disease, and psychosocial rehabilitation. (Spring, even years)

428 Human Sexuality (3)

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

452 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of the behavior disorders common to the child and adolescent. Prerequisite: PSY 382.

459 Independent Study (1-3)

Opportunity for independent research on a topic of special interest to the student. Dean and Department Chair approval required.

464 Human Development Throughout the Lifespan (3)

Advanced study of theory and research in physiological, intellectual, social, and emotional development. Prerequisite: PSY 382. (Fall)

490 Physiological Psychology (3)

Study of basic neuroanatomy and neurophysiology, including the neurological bases of emotion, psychopathology, sleep, memory and learning. (Fall)

494 Substance Abuse (3)

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

295, 395, 495 Research (3) (3) (3)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research. Under direction of a selected staff member, MARC scholars follow a special research program. (Fall, Spring)

497 Senior Seminar

Integrative experience for senior psychology majors, with focus on paper preparation and presentation skills. Prerequisite: Graduation status. (Spring)

498 Seminar (3)

Advanced topics.

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

Karen Callaghan, Ph.D., Chair

Faculty: Choi, Grizzle, Merves

MAJOR AREA LEARNING GOALS

The sociology and criminology curricula are designed to facilitate students' comprehension through study, review, and reflection, of the...

1. disciplines of sociology and criminology as liberal arts areas of study which contribute a unique, analytical understanding of social reality;
2. tenets of sociological and criminological theories, including the ontological and epistemological underpinnings of social knowledge;
3. roles, procedures, and assumptions of qualitative and quantitative methodologies;
4. role, relevance, and interrelationships of the following basic sociological concepts: culture, social organization, social stratification, social institutions, social change, and social identity as defined by race-ethnicity, class, age, and gender;
5. relationships, as defined by various theoretical perspectives, between the individual and society;
6. diversity of social experience as defined by gender, social class, age, race-ethnicity, and nationality;
7. role of sociological-criminological perspectives in developing critical analyses of social arrangements, with emphasis on institutionalized social inequalities.

SOCIOLOGY (B.S.)

The Sociology program is designed to provide an understanding of the interactive dynamics of social institutions, organizations, and everyday life. The curriculum acquaints students with a range of theoretical and practical approaches to the study of contemporary social problems and issues. The program is designed as an integral component of a liberal arts education. Hence, students are prepared for graduate studies in sociology and related fields as well as for a variety of career opportunities.

A major in sociology requires a minimum of 39 credit hours. The student is required to complete:

SOC	201	Introduction to Sociology
SOC	370	Social Psychology
SOC	409	Research Methodology
SOC	423	Sociological Theory
SOC	487	Senior Seminar

and 24 hours of elective sociology courses.

Additional requirements include:

1. MAT 152
2. a minimum grade of C in all major courses and in MAT 152

Sociology Minor

A minor in Sociology requires 21 credit hours, including SOC 201, 370, 409 and 423. A minimum grade of C in all minor courses is required.

Course Descriptions— Sociology Prefix: SOC

201 Introduction to Sociology (3)

An introduction to the major theoretical perspectives in sociology. Emphasis on the applications of these perspectives to contemporary social issues, including: deviance, marriage and the family, organizations, religion and social change.

202 Juvenile Delinquency (3)

A study of the nature, extent, and causes of delinquent behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as CRM 202).

204 Social Problems (3)

A survey of sociological perspectives on social problems. Sociological perspectives will be applied to such problems as alcohol and drug abuse, crime, health care, homelessness, poverty, and racism.

246 Marriage and the Family (3)

A survey of historical and sociological perspectives regarding the family as an important social institution. Emphasis on contemporary family issues, including intimacy and sexuality, family violence, parenting, divorce and remarriage.

300 Special Topics (3)

Content to be determined by the Department to fill specified needs or interests.

306 Sociology of Art (3)

A survey of sociological perspectives on the relationship between art and society. Emphasis on the social production of art, the social uses of art, and art as an indicator of social processes. Perspectives will be applied to: film, literature, music, painting, and the theater.

307 Race and Ethnicity (3)

Study of sociological perspectives in minority-majority relations; assimilation ideologies; dynamics of prejudice and discrimination; biological, historical and sociological data on race; survey of American minorities.

317 Sociology of Work (3)

An examination of the cultural, social and organizational aspects of work in contemporary society. Work is studied as a fundamental human activity which is socially constructed through complex organizations, power, cultural beliefs and values, the wage system, consumption, management ideologies, and technology. Topics discussed include the significance of work in

everyday life, postindustrialization, the relationship between work and family, housework, professionalization, and the consumer culture.

320 Sociology of Law (3)

A survey of sociological perspectives on law and society. Includes a critical review of various theoretical analyses of the relationship between law and social order, social conflict, deviance, crime, justice, and punishment/rehabilitation. Prerequisite: CRM 200 or SOC 201

332 Drugs and Society (3)

A review and analysis of the social impact of drug and alcohol use and abuse. Specific topics examined include the history, social epidemiology, causes, social consequences, and major forms of prevention/treatment of drug/alcohol abuse.

349 Sociology of Religion (3)

Analytical approach to the problem of reciprocal incidence and dependence between "religious" phenomena and the socio-cultural world; deals principally with classical sociologists Marx, Freud, Durkheim, Malinowski, Weber and their views on the function of religion and the process of secularization.

370 Social Psychology (3)

An introduction to the major theoretical perspectives in social psychology. Emphasis on the application of these perspectives to such issues as everyday interaction, deviance, gender, and social organizations.

372 Social Stratification (3)

Theories of social class; wealth, power and prestige as class correlates; social mobility; and consequences of social placement

404 Ethical Issues in Social Science (3)

An introduction to the range of ethical issues that arise during the practice of social science. Emphasis on research issues, including research topics, research methods, the use of research, the role of the researcher, and the creation of ethical standards.

405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. A variety of sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Prerequisites: SOC 201 & 3 additional SOC hours or permission of Department Chair.

409 Research Methodology (3)

Introduction to sociological research methods. Contemporary data collection and analysis techniques will be introduced. The assumptions, limitations, and implications of these techniques will be discussed.

410 Theories of Deviance (3)

Survey of the various theories used to explain deviant behavior. Specific topics, including socio-biological, psychiatric and behavioristic theories; socio-ecological, cultural, social learning and social control models; and labeling and social conflict theories are explored through the writings of classical and contemporary criminologists and sociologists. Prerequisite: CRM 200 and one additional SOC or CRM course or permission of the Department Chair.

423 Sociological Theory (3)

A critical review of the classical theorists who developed the foundations of modern sociological theory. Specific theorists and theories to be considered: Durkheim, Spencer, Marx, Weber, structure-functionism, conflict theory, and symbolic interaction.

426 Sociology of Violence (3)

An in-depth study of the major sociological theories and relevant research pertaining to violence, including interpersonal, family, criminal and institutionalized violence. The normative and social situational contexts in which violence occurs are studied in terms of how persons are affected as perpetrators and victims. Historical, cross-cultural and contemporary forms of violence are analyzed to reveal the underlying social dynamics. Social responses to violence, including criminalization, public policies, and prevention/treatment intervention strategies are reviewed.

487 Seminar (3)

An integrative experience through which students will comprehensively analyze and assess significant theories, policies, and practices related to the study of sociology. Information from prior coursework will be synthesized and applied to current as well as future issues in the field. Enrollment is limited to criminology and sociology majors only. (Same as CRM 487)

499 Internship (3-6)

Internship experience under qualified supervision. Requires a minimum of 120 hours. Department Chair and Dean approval required.

359, 459 Independent Study (3)

Designed to allow the student an opportunity to complete the senior project under the supervision of a faculty member. Department Chair and Dean approval required.

CRIMINOLOGY (B.S.)

The criminology program is designed to provide an understanding of contemporary patterns of crime and victimization, the social etiology of criminality, social responses to crime, and the processes of crime control. The curriculum acquaints students with a variety of theoretical and practical approaches to the study of crime and delinquency, including the manner in which offenders are processed. The functions and dynamics of the criminal justice system are studied in detail with emphasis on the linkage of these processes to broader aspects of society. The program is designed as a traditional liberal arts major. Hence, students are prepared for graduate studies in criminology and related fields as well as for a wide variety of career opportunities in the criminal justice system.

The criminology major requires a minimum of 39 credit hours, which include the following courses:

Core Courses (15 hours/5 courses):

CRM 200	Introduction to Criminology
SOC 320	Sociology of Law
SOC 409	Research Methodology
SOC 410	Theories of Deviance
CRM 487	Senior Seminar

Organizational-Institutional Courses (12 hours/4 courses):

SOC 204	Social Problems
CRM 202	Juvenile Delinquency
CRM 307	Critical Issues in Criminal Justice
CRM 309	Police and Policing
CRM 311	Corrections
SOC 426	Sociology of Violence
CRM 300	Special Topics
CRM 499	Internship

Cultural-Inequalities-Specialization Courses (12 hours/4 courses):

CRM 305	Women and Crime
CRM 317	Elite and Organized Crime
CRM 328	Race, Class and Crime
SOC 332	Drugs and Society
SOC 370	Social Psychology
CRM 300	Special Topics
CRM 499	Internship

Additional requirements include completion of the following as required distribution and/or elective courses:

MAT 152	Elementary Probability and Statistics
PSY 281	Introduction to Psychology

Six additional hours in psychology (courses will be specified by the academic advisor)

Students must earn a grade of C or higher in MAT 152 and all SOC, CRM, and PSY courses.

CRIMINOLOGY MINOR

The criminology minor requires a minimum of 21 credit hours, including:

CRM 200	Introduction to Criminology
SOC 320	Sociology of Law
SOC 409	Research Methodology
SOC 410	Theories of Deviance

Nine additional hours in CRM courses

MAT 152	Elementary Probability and Statistics
---------	---------------------------------------

Students must earn a grade of C or higher in MAT 152 and all SOC and CRM courses.

Course Descriptions— Criminology Prefix: CRM

200 Introduction to Criminology (3)

A comprehensive introduction to the study of crime, criminality, and the accompanying social responses. Includes a survey of various theoretical analyses of social order, crime, law, justice, and punishment/rehabilitation. The socio-historical responses to the construction and control of crime and criminals are also studied.

202 Juvenile Delinquency (3)

A study of the nature, extent, and causes of delinquent behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as SOC 202).

300 Special Topic (3)

Content varies according to current issues in the field as well as specific needs and/or interests of students.

305 Women and Crime (3)

An in-depth study of the relationship between women and various forms of criminal behavior. The experiences of women as crime victims, criminal offenders, and criminal justice system practitioners are examined in terms of the social, legal, and political discourse on femininity. Crosscultural and historical analyses are included.

307 Critical Issues in Criminal Justice (3)

An analysis of contemporary topics/events influencing the police, courts, and corrections. Emphasizes the impact of issues which are generating debate in the field, creating operational difficulties, stimulating change, and/or altering current public policies. Prerequisite: CRM 200

309 Police and Policing (3)

The roles of the police and policing in contemporary U.S. society are examined. Special focus on theories of policing, the organization and administration of police departments and agencies, the relationship and

interaction between the police and various communities, and contemporary debates concerning the role of the police in society. Prerequisite: CRM 200

311 Corrections (3)

A comprehensive examination of the U.S. correctional system. Special focus on theories of punishment and rehabilitation, the historical antecedents of modern corrections, offender characteristics, sentencing, community-based corrections, the organization and administration of correctional facilities, prison life, and contemporary debates concerning the role of corrections in society. Prerequisite: CRM 200

317 Elite and Organized Crime (3)

A survey of the criminal behavior of government, large corporations, the managerial and social elite, and traditional organized crime groups in the U.S. Topics discussed include the measurement, detection, adjudication and correction/punishment of elite and organized crime.

328 Race, Class and Crime (3)

Racial-ethnic and class identities are examined in terms of their impact on persons' experiences of the law, crime, justice, victimization, stigma, and punishment/rehabilitation. Sociological and criminological theory and research on these issues are reviewed. Historical and crosscultural examples are also studied.

487 Seminar (3)

An integrative experience through which students will comprehensively analyze and assess significant theories, policies, and practices related to the study of criminology. Information from prior coursework will be synthesized and applied to current as well as future issues in the field. Enrollment is limited to criminology and sociology majors only. (Same as SOC 487)

499 Internship (3-6)

A systematic means of combining classroom learning with practical work experience. Students are placed in work situations designed to compliment and enrich their personal and professional career development. Requires approval of Department Chair and Dean.

459 Independent Study (3)

An opportunity for extensive research into criminology topics of special interest to the student. Requires approval of Department Chair and Dean.

NON-DEGREE PROGRAMS

ANTHROPOLOGY

Course Descriptions— Anthropology Prefix: ANT

243 Cultural Anthropology (3)

Comparative cultural behavior explored through theoretical constructs and ethnographic data; social organization, linguistics, psychological anthropology, and technology.

300 Special Topics (3-6)

Content to be determined by the Department according to specific needs and/or interests of students and faculty.

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Reverend Mark Wedig, O.P., Ph.D.

Faculty: Allsopp, Alzaga, Cassini, Iozzio, Koperski, Madden, O'Grady, Sause, Sunshine, Uritus, Vizcaino, Wingard

THEOLOGY (B.A.)

The academic study of theology is essential to a complete education. With this conviction as the basis for its mission, the theology faculty pursues the following goals: 1) responding to the revelation of God's incarnate and living Word, Jesus Christ, and inspired by the Dominican tradition of contemplation, study, and sharing the fruits of contemplation with others, we attempt to think the faith in teaching, research and scholarship. 2) We study Catholic theology in faithfulness to its sources and to the Church's experience of the faith as it is lived in service of the Gospel amid the questions and challenges of the contemporary world. We also attempt to bring this inquiry into dialogue with other Christian traditions and into interreligious dialogue with the world's religions, especially Judaism. 3) We acknowledge the human search for meaning and seek to examine this fact within a religious framework so as to place Catholic theology in communion with that quest. 4) We prepare students to seriously consider the spiritual dimension of life and to develop competence in the basics of theological method, thought, and study. 5) We aspire to a fruitful encounter with other university studies because the Department believes that theology's concerns are related to all human interests, including the interaction of faith with culture and the struggle for peace and social justice. By these objectives the theology faculty contributes to Barry's commitment to Catholic education at the university level.

Distribution Requirements:

The Department offers the following core courses as options for the student's first theology course to fulfill the University's distribution requirements in theology and philosophy. Each course is intended to provide the student with a basic critical appreciation and historically informed knowledge of scripture, doctrine, morality, and spirituality. These are integral to a Catholic liberal arts education and provide the necessary foundations for further theological study:

Biblical Hermeneutics and Theology: THE 108, 109, 309, 321

Historical and Comparative Theology: THE 103, 110, 303, 334, 335, 360

Systematic and Liturgical Theology: THE 120, 207, 333, 344

Moral and Spiritual Theology: THE 214, 220, 311, 353

NOTE: 100-level courses are open only to freshmen and sophomores.

Requirements for the Major

The major consists of 42 credits for a single major; 36 credits for a single major and one or two minors; and 30 credits for two majors with or without a minor. All courses in the major(s) and the minor(s) must be completed with a grade of C or above. At the end of their program, all theology majors must successfully complete a capstone course. Requirements include the following credit distribution for each of the theological disciplines:

Biblical Hermeneutics and Theology:	6 credits
Historical and Comparative Theology:	6 credits
Systematic and Liturgical Theology:	6 credits

Moral and Spiritual Theology: 6 credits
Electives: 6-18 credits

Theology Minor

The minor consists of completion of a minimum of 21 credits with a grade of C or above. Requirements include the following credit distribution for each of the theological disciplines:

Biblical Hermeneutics and Theology: 3 credits
Historical and Comparative Theology: 3 credits
Systematic and Liturgical Theology: 3 credits
Moral and Spiritual Theology: 3 credits
Electives: 9 credits

Curriculum Objectives:

After students have fulfilled their theology distribution requirements, the following two learning objectives will be achieved:

- they will have an understanding of the various approaches and methods of doing theology within the Judeo-Christian tradition.
- they will have mastered specific knowledge that forms the foundation of the Judeo-Christian tradition.

Course Categories

- I. Biblical Hermeneutics and Theology
- 108 Introduction to the Old Testament
 - 109 Introduction to the New Testament
 - 309 Judeo-Christian Scriptures
 - 321 The New Testament as Christian Scripture
 - 431 Jesus in the Gospels
 - 432 Prophetic and Wisdom Writings
 - 495 Topics in Biblical Hermeneutics and Theology
- II. Historical and Comparative Theology
- 103 World Religions:
Religious Experiences of Humankind
 - 110 Catholicism
 - 231 Judaism
 - 303 Comparative Religion
 - 334 History of Christianity I
 - 335 History of Christianity II
 - 360 Women in the Church
 - 370 Protestantism
 - 496 Topics in Historical and
Comparative Theology
- III. Systematic and Liturgical Theology
- 120 Christian Understanding of the Human Person
 - 191 Judeo-Christian Doctrine
 - 207 Christology
 - 330 Approaches to God
 - 333 Christian Understanding of God
 - 338 The Church
 - 342 Salvation, Liberation, and Politics
 - 344 Sacraments
 - 345 Liturgy, Feasts, and Devotions

- 497 Topics in Systematic and
Sacramental Theology
- IV. Moral and Spiritual Theology
- 214 Christian Morality
 - 220 Marriage and Family
 - 311 Sexuality, Sex and Morality
 - 312 Freedom and Virtue
 - 315 Christian Spirituality and Prayer
 - 327 Peace and Justice
 - 353 Biomedical Ethics
 - 438 Catholic Social Teaching
 - 498 Topics in Moral and Spiritual Theology
- V. Methodology
- 411 Theological Methods

Course Descriptions— Theology Prefix: THE

(* Core courses which are the first course in Theology for students and fulfill University distribution requirements)

103 World Religions: Spiritual Experiences of Humankind (3)*

A survey of the history, beliefs, practices and contemporary influence of the major religions of the world: Primal Spiritualities, Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam; a discussion of the basic methods for understanding religions. NOTE: For Freshmen and Sophomores ONLY.

108 Introduction to the Old Testament (3) *

Study of the major themes of the Old Testament in the context of the Ancient Near Eastern background of ancient Israel, with particular emphasis on how Sacred Scripture reflects the doctrine, worship, and ethical conduct of the people of God. The Old Testament as the only Sacred Scripture of the Early Christian Church. NOTE: For Freshmen and Sophomores ONLY.

109 Introduction to the New Testament (3) *

Study of the New Testament in its historical setting: Jewish background and Greco-Roman context. The formation of Early Christianity; the way the Early Church used the New Testament in preaching, prayer, and practice. Relevance for the contemporary world. NOTE: For Freshmen and Sophomores ONLY.

110 Catholicism (3) *

An introduction to Catholicism as a religious tradition and Church community including its basic beliefs, practices, and moral vision. The course provides both an overall survey of the Catholic faith and a sense of its ethos as a living community with an encompassing world view. Its understanding of sacramentality, mediation and communion serve as a basis for contemporary issues confronting Catholicism. NOTE: For Freshmen and Sophomores ONLY.

120 Christian Understanding of the Human Person (3) *

An investigation into the question of "What does it mean to be human?" according to Christian doctrine; a discussion of the relationship of the human person to self, others, the world, and the Divine as the basis for humanness as mediated by Jesus Christ; a study of specific issues related to theological anthropology, e.g., freedom, grace, spirituality, and human destiny. NOTE: For freshmen and sophomores ONLY.

191 Judeo-Christian Doctrine (3)*

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines. NOTE: Honors Program ONLY.

207 Christology (3)*

An investigation into the Christian understanding of the person and work of Jesus Christ. The origins of Christology in the New Testament and the development of christological doctrine in the history of the Church will be examined as a basis for a contemporary understanding of Jesus and of the challenge of Jesus and his message for the Christian today.

214 Christian Morality (3)*

Moral choices manifest in the teaching and example of Jesus; the nature of conscience formation and the place of personal responsibility in this formation; the influence of charity in the moral decisions of a Christian; critical areas in contemporary moral teaching and practice.

220 Marriage and Family (3)*

A practical treatment of marital union and family organization as seen in its Christian theological, spiritual, psychological, and sociological aspects with an exploration of marriage as a sacrament of Christian life.

231 Judaism (3)

An introduction to Judaism with a focus on beliefs, practices, and ritual. Jewish history and a survey of contemporary Judaism, e.g., Orthodox, Conservative, Reform, Reconstructionist are incorporated in an overall examination of Judaic life and faith.

300 Special Topics (3)

Topics of interest to faculty and students.

303 Comparative Religion (3)*

An examination of select religious traditions in cross-cultural and interfaith dialogue through comparison of scriptures, rituals, beliefs and practices. NOTE: For Juniors and Seniors ONLY.

309 Judeo-Christian Scriptures (3)*

Study of the Old Testament as canonical writings of Jews and Christians. History and methods of interpretation, with application to selected texts. Literary criticism as a means of theological reflection.

311 Sexuality, Sex and Morality (3)*

Analysis of the nature of sex and sexuality, according to sources and developments of Christian thought; the integration of those concepts into a contemporary moral and ethical system.

312 Freedom and Virtue (3)

An examination of the meaning of human freedom, the nature and search for virtue as a means and goal of human behavior and as a consequence of our actions. Accountability as part of free human action will be considered in the context of decisions of conscience.

315 Christian Spirituality and Prayer (3)

A study of the history, nature and principles of worship and the major spiritual forms in which it finds expression in Christianity. This course will look at important issues in the development of a contemporary spirituality within the context of personal, interpersonal and Church prayer.

321 The New Testament as Christian Scripture (3) *

The meaning of inspiration. The history of gradual acceptance of the New Testament documents as part of Scripture. History and methods of interpretation, with application to selected texts. Literary technique as a reflection of theological perspective.

325 Feminist Perspective in Ethics (3)

Exploration of some of the key insights that the feminist thinking of writers such as Margaret Farley, Nel Noddings, Lisa Cahill, Karen Lebacqz, and Sharon Welsch, have provided and provoked in the examination and practice of the moral life.

327 Peace and Justice (3)

This course is meant to explore the issues of peace and justice as fundamental concerns of Christianity today. Building on the foundation of Scripture, Roman Catholic (and other churches) documents on these topics, students will explore the questions being asked today and some of the responses proposed.

330 Approaches to God (3)

A critical investigation into the reality of God from the perspective of monotheistic religious and philosophical traditions, e.g., Jewish, Christian and Islamic, their interaction with modern culture and the existential response to the divine presence in spirituality. These three elements - the understanding of God, the world and the self - form the framework within which a contemporary response to God in secular culture can be both intelligible and meaningful.

333 Christian Understanding of God (3)*

An examination of the Christian doctrine of the trinity and its implications for the human understanding of the world, history, the self, and the Church. After an introduction to the biblical and patristic origins of the doctrine, students will examine a contemporary statement of it in conversation with modern cultural, philosophical, and political sensibilities.

334 History of Christianity I (3) *

A survey of Christianity from its biblical and apostolic origins through its growth in antiquity and its establishment in the medieval period. Significant social, cultural and intellectual factors will be examined as part of the formative development of this tradition.

335 History of Christianity II (3) *

A survey of Christianity beginning with the dividing of Christendom in the Reformation, subsequent developments, the expansion of Christianity through missionary efforts, the challenge posed to the faith in the modern era and its inculturation in secular and non-western societies.

338 The Church (3)

An exploration of the meaning of Church as part of the Christian mystery of salvation. Biblical, historical and theological foundations will be surveyed to integrate an understanding of the life, structure, and mission of the Church in today's world. Special attention will be given to developments in Roman Catholicism in light of the Second Vatican Council as it informs the present ecumenical context of Catholic, Orthodox and Protestant church life.

342 Salvation, Liberation and Politics (3)

An examination of political and liberation theologies and of their understanding of the relationship between Christian witness and socio-political transformation. Both critical and sympathetic responses will be evaluated.

344 Sacraments (3) *

An examination of the Christian sacraments from the perspective of religious experience and symbol, Christ as the primordial sacrament, the Church as the fundamental sacrament and the historical-theological development of each sacrament. Although primary focus will be on the Roman Catholic tradition, attention will also be given to Orthodox and Protestant understanding and practice.

345 Liturgy, Feasts and Devotions (3)

An exploration of the worship life of the Catholic Church with a focus on various forms of liturgy, an appreciation of liturgical time and the Church calendar, liturgical spirituality and para-liturgical devotions. Special emphasis will be placed on the nature, results and evaluation of liturgical reform proceeding from the Second Vatican Council.

353 Biomedical Ethics*

A study of the foundations of ethical-decision making in health care issues from theological perspectives.

360 Women in the Church (3) *

Investigation of the role of women in the Christian scriptures and history of the Church.

362 Women in the New Testament (3)

An analysis of the books of the New Testament in order to examine the role of women and attitude toward women from the earliest period of the church and as it developed in the later period when the final books of the New Testament were written.

370 Protestantism (3)

An introduction to the history, development, and theological perspectives of Protestantism as a major stream of Christian faith and Church life that emerged out of the western Catholic tradition.

411 Theological Methods (3)

History of the study of theology. Introduction to the main areas of contemporary theology and research methods. This course is required of theology majors and recommended for Theology minors.

431 Jesus in the Gospels (3)

The uniqueness of the gospel genre and its relation to other ancient literary forms (e.g., history, biography). The Jesus of History and the Christ of Faith. The gospels as witnesses of the faith, prayer, and ethical behavior of several different early Christian communities. The challenge of the Jesus of the gospels for today.

432 Prophetic and Wisdom Writings (3)

The complementarity of the prophetic and wisdom views in ancient Israel. The prophets as heralds of social justice and individual responsibility. The Wisdom Writings as a response to the Israelite covenant.

438 Catholic Social Teaching (3)

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents, and episcopal pronouncements from Leo XIII to the present day.

487 Seminar (3)

Group research and interchange of ideas on a topic of contemporary significance in the field of theology.

495 Topics in Biblical Hermeneutics and Theology (3)

Topics of interest to faculty and students.

496 Topics in Historical and Comparative Theology (3)

Topics of interest to faculty and students.

497 Topics in Systematic and Sacramental Theology (3)

Topics of interest to faculty and students.

498 Topics in Moral and Spiritual Theology (3)

Topics of interest to faculty and students.

499 Independent Study (3-12)

Opportunity for research in areas of special interest.
Prerequisite: Department Chair and Dean approval.

Courses taught by the Archdiocese of Miami and approved by the Theology Department of Barry University:

- 140 Religious Education Methodology I
- 141 Religious Education Methodology II
- 142 Introduction to the Sacraments
- 143 Principles of Christian Morality I
- 144 Principles of Christian Morality II
- 145 Foundations of Catholicism
- 146 Christology
- 151 Introduction to the Old Testament
- 152 Introduction to the New Testament
- 157 Celebrating Liturgy I
- 158 Celebrating Liturgy II
- 161 The Church After Vatican II
- 163 Peace and Justice I
- 164 Peace and Justice II
- 173 Principles of Youth Ministry

PHILOSOPHY

As an academic discipline, philosophy involves the quest for an understanding of the nature of God, humankind, the world, and values, and of the relations among them, by means of critical and systematic reflection upon human experience. Philosophy is integrally related to all other academic disciplines. Furthermore, the study of philosophy serves both (a) to strengthen intellectual capacities and skills (e.g., analytical, evaluative, and interpretive), which are important to one's personal and professional life, and (b) to enable one to critically examine one's own beliefs and judgments. Thus, some study of philosophy is an essential and valuable part of a university education.

Traditionally, the study of philosophy has enjoyed a place of prominence in Catholic higher education. Likewise, philosophical contemplation has been highly prized throughout the Dominican intellectual tradition, tradition which includes such luminaries in the history of philosophy as Albert the Great, Thomas Aquinas, and Francisco de Vitoria. Barry University, sponsored by the Adrian Dominican sisters, is committed to the philosophical search for truth and wisdom in the enhancement of faith and life.

The philosophy faculty at Barry University, who represent a variety of philosophical interests, is committed to the goals of introducing students to the philosophical consideration of ultimate questions and of equipping them to engage in philosophical inquiry in order to develop a reasonable, consistent, coherent and comprehensive world and life view. The philosophy curriculum is designed to accomplish this mission by providing students the following opportunities: (a) development of a broad historical background in philosophy, (b) introduction to the main problems of philosophy, (c) exposure to philosophical approaches from a variety of cultures and nations, (d) acquisition of what might be called the *philosophical attitude toward human existence and the world*, (e) acquaintance with a variety of philosophical methods of inquiry and analysis, (f) introduction to important trends in contemporary philosophical thought, and (g) assistance in integrating philosophical inquiry with other academic disciplines and professional studies.

Distribution Requirements:

The Department offers the following core courses as options for the student's *first* philosophy course to fulfill the University's distribution requirement with respect to philosophy. These courses (some involving an historical approach, others a more topical approach) are designed to provide the necessary conceptual and methodological foundation for further study in philosophy. A philosophy course which is not included in the list below may be taken as the first philosophy course only if the student's major requires that course.

History of Philosophy Courses: PHI 122, 123, 154, 155, 302, 316, 317, 318, 320

Problems-Oriented Courses: PHI 150, 260, 292, 304, 305, 314

Any philosophy course (including those listed above) may be taken as a second philosophy course to fulfill the overall distribution requirements with respect to theology and philosophy. However, any philosophy course not included in the above list may *not* be taken as the student's *only* philosophy course (unless such course is required by the student's major).
NOTE: 100-level courses are open only to freshmen and sophomores.

REQUIREMENTS FOR THE MAJOR:

The major consists of a minimum of 30 credits. Required courses: 212, 292, 304, 316, 318, either 317 or 319, either 460 or 487, and 9 elective credits. All courses must be completed with a grade of C or above. All philosophy majors must successfully complete a capstone course (either 460 or 487) at the end of their program of study.

REQUIREMENTS FOR THE MINOR:

The minor consists of a minimum of 21 credits. Required courses: 120 or 212, a 300-level course in the history of philosophy, a 300-level problems course, and 12 elective credits. All courses must be completed with a grade of C or above.

Curriculum Objectives

After students have fulfilled their philosophy distribution requirements, the following two learning objectives will be achieved:

- They will have an understanding of the various approaches and methods of doing philosophy.
- They will have mastered specific knowledge of a particular historical philosophy or of a philosophical issue.

Course Descriptions— Philosophy Prefix: PHI

120 Critical Thinking (3)

Enhancement and development of reasoning skills and argument analysis. Topics include the concepts of truth, verification, and knowledge; the subjective/objective distinction; deductive and inductive reasoning; formal and informal arguments; awareness of common errors in informal reasoning.

122 Thought of Spain and the Americas I (3)

Major trends in Hispanic and American thought from its origins through the 19th century in historical and cultural context; development of ideas and their influence on the hemisphere.

123 Thought of Spain and the Americas II (3)

Major trends in Hispanic and American thought of the late 19th and the 20th centuries in historical and cultural context; development of ideas and their influence on the hemisphere.

150 Philosophical Problems (3)

An introduction to fundamental philosophical questions and areas of interest. Topics may include theories of truth and knowledge, the notion of beauty, concepts of goodness and evil, the nature of reality, the relation between body and mind, personal and social ethics, the existence and nature of God.

154 History of Philosophy I (3)

Opportunity to recognize, to formulate, and to clarify representative philosophical problems of human experience and knowledge from the pre-Socratics through the end of the Middle Ages; recommended preparation for all 200-level courses and above.

155 History of Philosophy II (3)

Opportunity to recognize, to formulate, and to clarify representative philosophical problems of human experience and knowledge from the Renaissance to the twentieth century; recommended preparation for all 200-level courses and above.

191 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines. NOTE: Honors Program ONLY.

212 Introduction to Formal Logic (3)

The study of the principles of valid argument: deductive inference, syllogism and symbolic logic, including propositional and predicate logic.

260 Philosophy of the Human Person (3)

Philosophical overview of human psychology: individual and social natures of human beings; their materiality and spirituality; human cognition, volition and freedom; differing order of human needs; powers and habits; unity within a complexity of activities; human destiny.

292 Ethics (3)

A study of fundamental elements in ethical theory; analysis of the concept of moral goodness, the origins and nature of moral law and obligation, comparison of various moral systems for moral decision making. Discussion will include application through consideration of concrete examples.

300 Special Topics (3)

Content to be determined each semester by the department as requested by faculty and/or students to fill specified needs or interests.

302 Spanish and Hispanic-American Philosophers (3)

Major ideas of the most important Spanish and Hispanic-American philosophers in their historical and cultural context; development of their ideas and their influence in Western culture; primary emphasis placed on Unamuno, Ortega y Gasset, Zubiri, Varona, Ingenieros, Vasconcelos, Romero, Francovich, etc.

304 Epistemology (3)

Philosophical inquiry into the nature of knowledge, kinds of experience, belief and truth, justification and verification.

305 Problems in Philosophy (3)

Introduction to some of the basic issues in philosophy including free will vs. determinism, the mind-body debate, the problem of God, and the nature of moral action.

306 Philosophy of God and Religion (3)

Philosophical investigation of the nature of the holy, faith and its relation to reason, religious language and symbol, proof for the existence of God, religious experience and verification.

308 Philosophy of Law (3)

Philosophies of law, including natural law theory, legal positivism, American legal realism, Marxism, and recent theories; relationship of law and morality; concepts of justice, responsibility, and punishment; the conscientious objector.

313 Philosophy of Art - Aesthetics (3)

Philosophical study of the nature of art; relation between the various arts, concepts of beauty, the creative process, principles of art criticism, religious art, and symbolism.

314 Metaphysics (3)

A discussion of the nature of reality. Topics may include the nature of being, principles of individuation, materiality and immateriality, predication and causation.

316 Ancient Philosophy (3)

An historical survey of the development of western philosophy, including the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, Cynics, Skeptics, Plotinus.

317 Medieval Philosophy (3)

An historical survey of the development of western philosophy, including the Patristic period, Saint Augustine, John Scotus Eriugena, Saint Anselm of Canterbury, Avicenna, Saint Bonaventure, Saint Albert the Great, Saint Thomas Aquinas, Scotus.

318 Modern Philosophy (3)

An historical survey of western philosophy, from the 17th century to the mid-19th century, including Rationalism, Empiricism, Positivism, Kant and Idealism; emphasis on the continuity and development of metaphysical and epistemological ideas during the period.

319 Contemporary Philosophy (3)

An historical survey of the major branches of late 19th and 20th century thought: Marxism, American pragmatism, process philosophy, analytic philosophy, phenomenology, existentialism, hermeneutics and other recent developments, e.g. feminist philosophy.

320 American Philosophers (3)

European influences; colonial thinkers; philosophy of the Founding Fathers; Transcendentalism; Pragmatism; Naturalism; recent developments.

321 Philosophy of Peace and War (3)

Classical and contemporary philosophical analysis of peace, war, and conflict between individuals, groups, and nations. Discussion of ethical questions concerning the initiation and the conduct of conflict, revolution, and war. Analysis of nonviolent resolution of

disputes, of proposals for solving the problem of war, and of pacifism. Ethical aspects of nuclear weapons employment and the contemporary nuclear weapons dilemma.

353 Bio-Medical Ethics (1-10)

Interdisciplinary investigation of current ethical issues in health care and the medical, biological, and behavioral sciences; organized according to modules which may change each year.

353a Ethical Foundations (1)

(Prerequisite to all other modules)

Philosophical ethics; professional codes of ethics; professional responsibilities.

353b Genetics and Reproduction (1)

Artificial insemination; genetic engineering; genetic counseling; genetic screening; cloning and in vitro fertilization; pre-natal diagnosis. Prerequisite: 353a.

353c Limitations of Reproduction (1)

Ethical issues relating to birth control, sterilization, and abortion with reference to social, psychological, biological, and legal aspects. Prerequisite: 353a.

353d Ecological and Environmental Ethics (1)

Ethical study of the effect of human intervention in the manipulation of the environment; epidemiological and moral consequences of ecological imbalance; pollution; industrial health regulations. Prerequisite: 353a.

353e Human Experimentation (1)

Ethical aspects of clinical investigation; organ transplantation; informed consent to participation in research; institutional guidelines on human research; behavioral research; research on prisoners, mental patients, children, and fetuses. Prerequisite: 353a.

353f Death and Dying (1)

Care of terminally ill patients; decisions concerning withholding of life-saving treatment; defining death; the right to die and death with dignity; decisions about the newborn; suicide; euthanasia. Prerequisite: 353a.

353g Health Care Delivery (1)

An analysis of the structural and ideological interests that lead to numerous value conflicts within the health care system of the United States; theories of justice, cost containment vs. quality care issues, the corporate practice of medicine vs. sanctity of physician-patient relationship, patient-provider communications (appeal and grievance procedures), managed care issues: mandatory point of service options, direct access to specialists, coverage denials, "prudent lay person" standard for what constitutes an emergency, legal remedies for personal injuries suffered by provider policies that affect physician treatment decisions, capitation, gag rules, economic credentialing, indem-

nification clauses, consumer protection legislation, Health Insurance and Portability Act. Prerequisite: 353a

353i Population Ethics (1)

Population trends and public policy; relationships existing between development, environment, and population; ethical aspects of population control. Prerequisite: 353a.

353j Clinical Setting and Interaction (1)

An analysis of the various life-worlds which inform the health care professional and influences role interaction, care process and patient outcome; paternalism vs. autonomy, patient's rights, refusal of treatment based on religious grounds, truth telling, informed consent, determinations of incapacity, health surrogate responsibilities, patient abandonment, medical futility decisions, privacy of medical records, HIV issues, physician-assisted suicide, Medicare fraud and abuse, Federal False Claims Act, Qui Tam Provisions. Prerequisite 353a.

353m Mental Health (1)

An analysis of the numerous structural forces, principles, concepts and indices affecting the delivery of care to the mentally ill and warranting ethical reflection; models of illness; labelling; deinstitutionalization; intrusive therapy; societal obligations; right to treatment; right to refuse treatment; incompetency; Baker Act; Civil Rights of Institutionalized Persons Act (CRIPA). Prerequisite: 353a.

353n Geriatric Ethics (1)

Analysis of policy and clinical issues affecting the geriatric population; characteristics of aging; decision-making, capacity, and competence; autonomy and paternalism; informed consent; long-term care; death and dying issues; health policy and distribution of resources. Prerequisite: 353a.

353o Communicative Diseases/AIDS (1)

Analysis of ethical and social issues surrounding the treatment and prevention of communicative diseases with particular emphasis upon Acquired Immune Deficiency Syndrome. Patient rights; employer housing, and insurance discrimination; Florida Civil Rights Act; Rehabilitation Act of 1973, Section 504; mandatory blood testing; reporting laws; confidentiality; duty to notify innocent third parties; restricting of occupational activity; drug efficacy issues; determination of price control of drugs; allocation of resources. Prerequisite: 353a.

354 Environmental Ethics (3)

Study of the major issues and theories of environmental ethics. Application of traditional ethical theories to environmental issues, criticisms of these theories, and calls for new theoretical approaches. Relations between environmental ethics and popular movements such as animal liberation, deep ecology, social ecology, and ecofeminism.

355 Philosophy of Politics (3)

Chronological treatment of the political theories of the major philosophers from classical to modern times.

360 Asian Philosophy (3)

The study of the major philosophies of India, China, and Japan, including ancient, medieval, and contemporary readings. Confucianism, Taoism, and other major Chinese philosophies. Hinduism and Vedantic philosophies of India. The origins of Buddhism in India, Chinese Buddhism, and Japanese Buddhism (Zen). Contemporary Asian philosophers such as Gandhi, Mao Tse-Tung, and members of the Kyoto school.

365 Advanced Argument Analysis (3)

In-depth analysis of various types of argument, including those in knowledge theory and ethics, which relate to professional and social issues; verbal puzzles; categorizing schemas.

370 Contemporary Moral Problems (3)

An introduction to fundamentals of ethical reasoning, various methodologies, and application to current topics in ethical discourse. Topics may include capital punishment, euthanasia, abortion, war and peace, pornography, poverty and hunger, environmental rights, animal rights, academic freedom, sexual discrimination, or other areas of interest. Recommended preparation: PHI 292.

371 Social and Ethical Issues in Business (3)

This course is designed to create an awareness of and a sensitivity to social and ethical issues which can, and should, influence the management of business enterprises by entering into the decision-making processes of today's business managers. Focus is on the legal, social and ethical implications of problems in contemporary business issues such as employer-employee relationships, consumerism (advertising and product safety), environmental conservation, etc. Numerous cases are studied to illustrate the complexities of these issues.

D. INEZ ANDREAS SCHOOL OF BUSINESS

Jack W. Scarborough, Dean
Martine Duchatelet, Associate Dean
Anne Fiedler, Associate Dean

Faculty: Blanco, Broihahn, Burroughs, Clotey, Cruz, Daghestani, Gallagher, Gochenouer, Henson, Hervitz, Hudack, L. Lash, P. Lash, Lennon, Lowensohn, Morrell, Nickerson, Tyler, Weber

MISSION

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

The second part of our mission is to serve the South Florida business community, which extends to the Caribbean and Latin America in particular and to the world in general, by providing graduates with the requisite knowledge, skills, values and attitudes to become effective business leaders in multi-cultural environments, by being responsive to community needs for special business educational services, making scholarly contributions, and by promoting free enterprise as an important means for improving the quality of life.

UNDERGRADUATE PROGRAMS (LEADING TO THE BACHELOR OF SCIENCE DEGREE)

After completion of all business and elective requirements of the programs leading to the Bachelor of Science in Business degree, our graduates will possess a broad educational foundation that prepares them for positions of responsibility and leadership in business and society, both domestically and worldwide, where they will also function as responsible citizens.

Class Attendance Policy

Day

Students demonstrate their responsibility in the regularity and punctuality of their attendance at class sessions and other School functions. There are no "free" cuts, but absences due to illness or other reasonable causes generally entitle the student to make up missed work. If the number of such absences exceeds three in a three-credit course meeting three times weekly, or, two in a three-credit course meeting twice weekly, the professor should reduce the student's earned grade by one letter. If such absences exceed seven in a course meeting three times a week, or, five times in a course meeting twice a week, the student should be issued a grade of "F" in the course.

Absences above three for exceptional reasons may be excused by the instructor only upon presentation of a letter from a *physician* or other acceptable documentation. As part of this policy, three tardies constitute one absence in a course meeting three times a week, and two tardies constitute one absence in a course meeting twice a week.

Evening

Students are expected to attend classes. The usual length of a course is 40 hours. All instructors will define specific requirements for attendance in their classes and how these requirements relate to course grading.

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 material than the typical student in the class.

The "B" grade is for the student who has mastered all but perhaps the most difficult material in the course.

The "C" grade is for the student who demonstrates a grasp, if not mastery, of most of the material of the course, and who is deemed minimally qualified for more advanced study in the discipline or for entry-level practical application of the material.

The "D" grade is for the student who is not ready for more advanced study in the discipline or for practical application.

The "F" grade is for students who by evidence of lack of performance, lack of effort, or both, clearly demonstrate that they did not belong in the course.

Graduation Requirements

- (1) Students must declare their degree program as Bachelor of Science in Business **prior to completing their last 36 credit hours at Barry University. The majority of major field course work (business core and major) must be completed at the Andreas School of Business.**
- (2) Graduation requirements for undergraduates must be completed as listed under Academic Information in this catalog.
- (3) Students must complete the core business curriculum and the required courses for one of the School of Business majors with a grade of C or better in each course. Students pursuing a Bachelor of Science degree through the Andreas School of Business cannot select a minor in the School of Business.
- (4) The last 30 credits and the majority of the major field course work must be completed at Barry University.
- (5) There must be satisfactory completion of a minimum of 120 credits with a cumulative grade point average of 2.00 (C).

EVENING BUSINESS DIVISION

Jacqueline G. Marks, M.A., Coordinator

Accelerated Bachelor of Science degree programs with Majors in Accounting and Management are available during the evening hours and on Saturdays. Listed below are policies specific to the Evening Business Program.

FINANCIAL INFORMATION (Evening Only)

Dropped Courses

Students who wish to change their registration status before the term begins, or during the first week of class, must complete a Drop/Add Form with their academic advisors signature and pay the drop/add fee. The refund policy is stated below.

Withdrawals

Students who wish to change their registration status after the first week of class must complete a Withdrawal Form or notify, in writing, their academic advisor and pay the withdrawal fee. There is no refund after withdrawing from a course. An unauthorized withdrawal will result in a final grade of F. Students must withdraw before the final four (4) weeks of class. The effective date of the withdrawal will be the date of formal notification to the Andreas School of Business.

Tuition Refund Policy

Prior to the start of the term	100%
Through the first week of the term	80%
After the first week of classes	No refund

The above percentages apply to students who have paid their tuition and fees in full. Special course fees are not refundable.

ACADEMIC INFORMATION (Evening Only)

Probation - Suspension

A student is in academic probation if the cumulative grade point average (GPA) falls below a 2.00. A student on academic probation may not register for more than three credits per term. A student may not remain on academic probation for longer than one calendar year. A student remaining on probation for longer than one calendar year is subject to suspension.

Degree Requirements (Day and Evening):

Distribution Requirements	45 credits
Corequisites	15 credits
* CAT 102 Basic Computer Applications	(3)
**MAT 108 Precalculus Mathematics for Business	(3)
**MAT 152 Elementary Probability and Statistics	(3)
**ECO 201 Introductory Macroeconomics	(3)
**PHI 371 Social and Ethical Issues in Business	(3)

Note: Corequisites must be completed with a grade of C or better.

* Students may obtain a waiver or test out of this course if they can demonstrate sufficient knowledge of the course content.

** These courses are used to partially fulfill the distribution requirements.

Business Core		(42 credits)
ACC	201 Financial Accounting	(3)
ACC	202 Managerial Accounting	(3)
ECO	202 Introductory Microeconomics	(3)
MIS	215 Administrative Applications of Computers	(3)
MGT	305 Organizational Behavior and Management	(3)
MGT	325 Operations Management	(3)
MKT	306 Marketing Concepts and Applications	(3)
BUS	311 Applications of Statistics in Business	(3)
BUS	339 Business Law I	(3)
BUS	319 Financial Management I	(3)
BUS	366 International Business	(3)
BUS	498 Strategic Management	(3)
Two three-hour Business electives		(6)

General Electives 15 credits

Note: All School Of Business Students must complete ORI 100 and ORI 300.

MAJORS

1. Accounting: (Day and Evening)

ACC	335 Intermediate Accounting I	(3)
ACC	336 Intermediate Accounting II	(3)
ACC	337 Intermediate Accounting III	(3)
ACC	360 Cost Accounting	(3)
ACC	362 Federal Income Tax	(3)
ACC	400 Accounting Information Systems	(3)
ACC	435 Advanced Accounting	(3)
ACC	437 Auditing	(3)

Total Hours: 24

The following course should be selected as a business elective by accounting majors planning to take the C.P.A. exam:

BUS	340 Business Law II	(3)
-----	---------------------	-----

2. Economics/Finance: (Day Only)

a. Six required courses:

ECO	301 Intermediate Macroeconomics	(3)
ECO	302 Intermediate Microeconomics	(3)
ECO	426 International Economics	(3)
ECO	441 Econometrics	(3)
FIN	427 International Finance	(3)
FIN	452 Global Investments	(3)

b. Two elective courses selected from among the following:

ECO	300 Special Topics in Economics	(3)
ECO	351 Comparative Economics	(3)
ECO	406 Political Economy of Development	(3)
FIN	300 Special Topics in Finance	(3)
FIN	316 Money and Banking	(3)
FIN	419 Financial Management II	(3)

Total Hours: 24

3. International Business: (Day Only)

ECO	426 International Economics	(3)
FIN	427 International Finance	(3)
MKT	466 International Marketing	(3)

MGT	336 Cross-Cultural Management	(3)
BUS	441 International Internship*	(3)
BUS	442 Domestic Internship*	(3)
One three-hour International Business elective		(3)
Total Hours:		21

*After completion, students must present a written dossier which should follow the guidelines provided by the director of the International Business Program.

International Business Notes:

- 1) All students completing a major in International Business must also successfully complete 12 credit hours of foreign language to satisfy the requirements for the degree, unless they are already functional in a second major language.
- 2) All students MUST maintain a minimum 2.7 overall grade point average to remain in this major.
- 3) All students MUST have a minimum 2.7 overall grade point average in order to graduate in this major.

4. Management: (Day and Evening)

MGT	336 Cross-Cultural Management	(3)
MGT	352 Human Resources Management	(3)
MGT	409 Organizational Communication	(3)
MGT	427 Managerial Decision Making	(3)
MGT	428 Entrepreneurship	(3)
MIS	400 Management Information Systems	(3)

Total Hours: 18

5. Management Information Systems: (Day)

MIS	201 Computer Programming I	(3)
MIS	220 Fundamentals of Systems Technology	(3)
MIS	312 Information Systems Development	(3)
MIS	333 Database Management and Design	(3)
MIS	344 Structured System Analysis and Design	(3)
MIS	400 Management Information Systems	(3)
MIS	410 Telecommunications and Computer Networks	(3)
MIS	420 Systems Implementation	(3)

Total Hours: 24

6. Marketing: (Day Only)

MKT	309 Product/Services Management & Pricing Strategy	(3)
MKT	381 Marketing Research	(3)
MKT	385 Consumer Behavior	(3)
MKT	386 Sales Promotion, Advertising, and Personal Selling	(3)
MKT	403 Sales Management and Channels of Distribution	(3)
MKT	466 Business-to-Business and International Marketing	(3)
MKT	490 Marketing Management Strategy	(3)

Total Hours 21

Minor in Business
(21 credits; approval of Associate Dean of School of Business)

Corequisites: MAT 152, CAT 102

BUS	181	Concepts of Business Behavior	(3)
ACC	201	Financial Accounting	(3)
ECO	201	Introductory Macroeconomics	(3)
MIS	215	Administrative Applications of Computers	(3)
MGT	305	Organizational Behavior and Management	(3)
MKT	306	Marketing Concepts and Applications	(3)

Choice of one Business elective approved by the Associate Dean of the School of Business

Minor in Economics
(21 credits; approval of Associate Dean of School of Business)

Corequisites: MAT 152, CAT 102

ECO	201	Introductory Macroeconomics	(3)
ECO	202	Introductory Microeconomics	(3)

Plus any five courses selected from those listed below and approved by the Associate Dean of School of Business:

BUS	366	International Business	(3)
ECO	300	Special Topics in Economics	(3)
ECO	301	Intermediate Macroeconomics	(3)
ECO	302	Intermediate Microeconomics	(3)
ECO	351	Comparative Economic Systems	(3)
ECO	406	Political Economy of Development	(3)
ECO	426	International Economics	(3)
ECO	441	Econometrics	(3)
FIN	316	Money and Banking	(3)
FIN	319	Financial Management I	(3)
FIN	427	International Finance	(3)
FIN	454	Global Investments	(3)

Minor in Marketing
(21 credits; approval of Associate Dean of School of Business)

Corequisites: MAT 152, CAT 102

BUS	339	Business Law I	(3)
MKT	306	Marketing Concepts and Applications	(3)
MKT	381	Marketing Research	(3)
MKT	385	Consumer Behavior	(3)
MKT	386	Sales Promotion, Advertising and Personal Selling	(3)

Plus any two courses selected from those listed below and approved by the Associate Dean of the School of Business:

MKT	403	Sales Management and Channels of Distribution	(3)
MKT	466	Business to Business and International Marketing	(3)
MKT	490	Marketing Management Strategy	(3)

Notes:

- 1) All students completing a minor within the School of Business must complete each course with a grade of C or better.
- 2) No more than 6 credits in transfer are accepted into any Minor in the School of Business.

Minor in Computer Science
(20 credits)* (Includes the following courses which must be approved by the advisor.):

CS	231	Computer Science I	(3)
CS	232	Computer Science II	(3)
CS	331	Data Structures and Algorithms	(3)

* This minor is available only through the department of Math and Computer Science.

Course Descriptions—
Accounting Prefix: ACC

201 Financial Accounting (3)

An introduction to the accounting concepts, principles, and techniques used in recording business transactions. The accounting cycle, the measurement of income and valuation problems, reporting of financial position and results of operations for business enterprises are explored. Prerequisite: CAT 102.

202 Managerial Accounting (3)

An introduction to concepts and methods to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions. Topics include cost systems, break-even analysis, flexible budgets, variance analysis, and capital budgeting. Prerequisite: ACC 201.

335 Intermediate Accounting I (3)

The accounting process, the framework of accounting theory, and content and analysis of financial statements with emphasis on current assets and revenue recognition. Prerequisite: ACC 202.

336 Intermediate Accounting II (3)

Income determination and valuation problems in long-term assets and long-term liabilities; stockholders' equity; special accounting topics of pensions and investments. Prerequisite: ACC 335.

337 Intermediate Accounting III (3)

Special topics of accounting changes, error correction, earnings per share, income tax accounting and leases; cash flow statement; equity accounting for partnerships; interim and segment reporting. Prerequisite: ACC 336.

360 Cost Accounting (3)

Principles of cost accounting for both manufacturing and service industries. Topics include income statement measurement and analysis, break-even, job-or-

der and process costing systems, overhead allocation and analysis, operational and capital budgeting variance analysis, scrap and managerial decision-making. Prerequisite: ACC 202.

362 Federal Income Tax (3)

A review of the Internal Revenue Code and the regulations from an accounting/law perspective. Topics include determinations of income, deductions, exemptions and credits. This course emphasizes individual taxation and sole proprietorships. Prerequisite: ACC 202.

400 Accounting Information Systems (3)

Analysis, design, and implementation of manual and computer-based accounting systems; organization, operations and controls; preparation of flowchart, documentation analysis, and system modifications; internal control in computer-based accounting systems. Prerequisites: CAT 102, ACC 335, MIS 215.

435 Advanced Accounting (3)

Accounting for mergers and acquisitions, consolidations, consolidated financial statements and foreign operations. Prerequisite: ACC 337, Senior status.

437 Auditing (3)

Basic standards and procedures as applied to independent financial audit, professional ethics, audit programs, working papers, legal responsibility, auditing computerized systems, completing the audit and reports. Prerequisite: ACC 337, Senior status.

Course Descriptions— Business Prefix: BUS

181 Concepts of Business Behavior (3)

For freshmen NON-business majors, ONLY. Principles and mechanics of business behavior, covering issues in the business-society relationship, including past history, world events, economics issues, and future expectations.

300 Special Topics in Business (3)

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

311 Applications of Statistics in Business (3)

Use of statistics to solve business problems. Topics include decision theory, forecasting, simulation analysis of variance, multiple regression, design of experiments and statistical process control. Prerequisites: MAT 108, MAT 152, CAT 102.

339 Business Law I (3)

Designed to afford the student a background of basic legal principles, concepts and the nature of the judicial process. The first part of the course is devoted to

the legal environment of business, including common, statutory and administrative law, federal and state court structure, theories of law, court procedure, conflicts of law and judicial forms of dispute resolution. This is followed by a detailed study of contracts including basic elements, interpretation, remedies for breach, assignment and discharge. The course concludes with agency and employment.

340 Business Law II (3)

An extension of Business Law I (339) with emphasis on personal property, real property, leases, bailments, bankruptcy, insurance, single proprietorships, partnerships, corporations, and selected portions of the Uniform Commercial Code. This course should be selected as an elective by those students who are planning to take the C.P.A. exam. Prerequisite: BUS 339.

359, 459 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: recommendation by faculty member and approval of the Associate Dean. Junior/senior status only.

366 International Business (3)

Overview of the unique problems faced by firms engaging in international activities, the importance of understanding the foreign, economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint ventures, franchising, and subsidiaries; international dimensions of management, marketing and accounting; international financial management; the special problems of multi-national corporations; recent problems of the international economic system; country-risk analysis; the increasing use of counter trade. Prerequisites: ECO 201, ECO 202.

441 International Internship (IB) (3)

This internship, typically taken by International Business majors during the Fall semester of the Senior year, is taken abroad in conjunction with course work being taken at a foreign university. This course contains a contractual agreement between the student and the School of Business to pursue on-the-job experience. A student portfolio of performance as well as an evaluation performed by the cooperating firm must be submitted to the coordinator.

442 Domestic Internship (IB) (3)

This internship typically taken by International Business majors during the Spring semester of the senior year, is taken in South Florida. The student works throughout the semester with a firm that is engaged in international trade/finance to enhance those concepts taught throughout the academic portion of the program.

443 Study Abroad (3)

The purpose of this course is to broaden the language skills of the student as well as providing an opportunity to become familiar with and relate course material to the operation of a foreign business entity.

498 Strategic Management (3)

A capstone course which integrates the various business disciplines. Using a senior management perspective, the student addresses strategy formulation and implementation in a volatile business environment. The case method of instruction is actively used. Prerequisite: Senior Standing.

Course Descriptions— Economics Prefix: ECO

201 Introductory Macroeconomics (3)

Introduction to the foundations of economic analysis with concentration on macroeconomic structure and models as they relate to the global economy with an emphasis on the U.S. Course focuses on fundamentals of demand and supply analysis; salient facts about the economy's performance; measures of economic activity such as GDP, employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effect on domestic and foreign business cycles and growth. Counts as distribution requirement for social sciences.

202 Introductory Microeconomics (3)

Economic analysis of consumer and producer behavior and decision making with a concentration on how economic agents voluntarily interact in markets for various goods and services. Topics include advanced demand/supply analysis emphasizing allocational efficiency, opportunity cost and elasticity; the theory of consumer utility maximization; short- and long-term cost and production decisions in the theory of the firm; price, output and profit maximization under differing market structures including competitive, monopolistic and hybrid alternatives; the pricing of input resources including labor and capital along with income distribution implications; market failure and the consequences of government regulation; and an introduction to international finance and the balance of payments. Prerequisite: ECO 201.

300 Special Topics in Economics (3)

This course, offered on a periodic basis, will focus on a different selected topic of particular relevance to the national and global economy. These might include, for example, "The Economics of Discrimination," "Industrial Organization and Antitrust Regulations", "The Economics of Environmental Issues", "The Econom-

ics of European Integration", or "Economics Policies and Problems in Latin America". Prerequisites: ECO 201, ECO 202.

301 Intermediate Macroeconomics (3)

This course deals with the formulation of macroeconomic theories and their application of the analysis of the current problems affecting the U.S. and the world economy. Key topics include Keynesian and monetarist models, supply side economics, rational expectations, open-economy monetary models, the budget deficit, inflation, and unemployment. Prerequisites: ECO 201, ECO 202.

302 Intermediate Microeconomics (3)

This course deals with the formulation of microeconomic theories and their application to the analysis of day-to-day economic problems of the firm. Key topics include models of monopolies, oligopolies, and pure competition, utility functions and isoquants, empirical estimation of production, cost and demand functions, elasticities, pricing decisions, and valuation of fringe benefits. Prerequisites: ECO 201, ECO 202.

351 Comparative Economic Systems (3)

Detailed analysis of the world's major economic systems in both industrialized and developing countries; the universality of scarcity and the main economic questions; the importance of natural, human, and man-made resources; variants of market economics; the transformation of socialist economics; the role of government in owning, managing, and distributing resources; developing countries and the way out of poverty; attitudes towards foreign trade, credit and banking; agricultural and industrial policies; the role of economic planning. Prerequisites: ECO 201, ECO 202.

406 Political Economy of Development (3)

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Prerequisites: ECO 201, ECO 202 and departmental approval. Same as POS 406.

426 International Economics (3)

This course deals with the theory of international trade, commercial policy, balance of payments, and international monetary issues. Key topics include the theory of comparative advantage, exchange rate determination, different forms of protectionism, open-economy fiscal and monetary policies, and the analysis of common markets and free-trade areas. Prerequisites: ECO 201, ECO 202, BUS 366.

441 Econometrics (3)

This course deals with the application of statistical methods to the quantitative estimation of economic models. Key topics include simple regression, multiple regression, parameter estimation with deficient data and in the presence of statistical anomalies such as heteroskedasticity and autoregressive disturbances, generalized linear regression, and simultaneous equation systems. Substantial emphasis is given to business applications of econometric methods utilizing state-of-the-art econometric software programs. Prerequisites: BUS 311, MIS 215, ECO 301, ECO 302.

Course Descriptions— Finance Prefix: FIN

300 Special Topics in Finance (3)

This course, offered on a periodic basis, will focus on a different selected topic of specialization in the area of finance. These might include, for example, "Real Estate Finance", "Mergers and Acquisition", "Bankruptcy and Receivership". Prerequisite: ECO 202.

316 Money and Banking (3)

An examination of the nature and functions of money, financial institutions within the larger economic system, and central banks. Course emphasizes the role of financial instruments, financial markets and financial institutions as well as the functioning of the Federal Reserve System by examining monetary policy and its roots in macroeconomic and monetary theory. Special focus is on structure and evolution of the banking industry, depository institutions, and regulation of financial intermediaries within the context of the global financial system and international monetary system. Prerequisite: ECO 202.

319 Financial Management I (3)

Financial techniques and analysis for business decision making, which build upon the prerequisites of economics, accounting and statistical methods. The major tools include cash flow, financial statement structure and analysis, the time value of money, and risk. Specific topics studied with these tools include working capital management, asset investment and capital budgeting, corporate financial structure and the choice of debt vs. equity financing, financial market valuations, and the financial implications of business strategic decisions. Prerequisites: ACC 201, BUS 311, junior/senior status.

419 Financial Management II (3)

This course is a continuation of FIN 319 covering more advanced issues such as options, futures, pensions, leasing mergers, acquisitions, and bankruptcies. Prerequisite: FIN 319.

427 International Finance (3)

This course presents an overview of the international financial environment and a detailed analysis of tools and techniques for international financial management. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment, and international banking. Prerequisites: ECO 202, FIN 319, BUS 366.

452 Global Investments (3)

This course is an introduction to the theories, techniques, and strategies of investment management, with emphasis on the global context of investment decisions. Topics include domestic and foreign securities markets, analysis and valuation of stocks and bonds, fundamental security analysis, efficient markets and technical analysis hybrid and derivative securities, options and futures, portfolio and capital market theory and applications including diversification strategies with foreign securities. Prerequisites: ECO 202, ACC 202, FIN 319.

Course Description— Management Prefix: MGT

305 Organizational Behavior and Management (3)

Organizational behavior as it relates to the management functions of planning, organizing, leading, and controlling is the focus of this course. Examination is made of the individual's role within the organization, of interpersonal influence and group behavior, and of organizational processes. The course will provide the tools necessary for the development of a personal management philosophy.

325 Operations Management (3)

Study of processes used to efficiently and effectively transform resources into goods and services. Process types, capacity planning, inventory systems, workforce utilization and quality management to produce defect-free, competitive products and services delivered on time. Prerequisites: BUS 311, MGT 305.

336 Cross-Cultural Management (3)

This course explores the challenges of managing a culturally diverse work force and the complexities of managing in countries with different religions, traditions, and values systems. The course focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with different attitudes towards achievement and work, time and change, wealth and success, gender and the family, religion and language. The course places a special emphasis

on the cultural characteristics and diversity of people in Latin American and the Caribbean, Europe and the U.S. Prerequisite: MGT 305.

352 Human Resources Management (3)

The focus of this survey course is to equip the prospective manager with an understanding of the issues involved in effective management of staff. Topic areas discussed include human resource planning, recruitment, selection, training/development, EEO, performance evaluation, quality of work life and labor management relations. Prerequisite: MGT 305.

409 Organizational Communication (3)

This course is designed to help students refine their ability to communicate; a skill rated as the prime requisite of a promotable executive. Effective communication skills will be developed by sensitizing students to the human considerations of their message. Business research methodologies, report writing, and career preparation are major topics of this course. Prerequisite: MGT 305, Senior Status.

427 Managerial Decision Making (3)

Application of the basic concepts of computer simulation, decision theory and decision support systems to practical managerial problems. Use of computer packages and games. Prerequisites: BUS 311, MGT 305.

428 Entrepreneurship

Study of the creation of new businesses including business organizations, identifying opportunities, preparing a business plan, sources of finance and launching a new business. Prerequisites: MGT 305, MKT 306, FIN 319.

Course Descriptions— Management Information Systems Prefix: MIS

201 Computer Programming I (3)

Participants are introduced to methods of solving business data processing problems through the use of structural programming techniques in writing computer programs. Concepts include various methods of organizing and processing files, interactive and batch data entry, and logical manipulation of data, as well as on-line and printed output. Computer programs will be created, enhanced and maintained as part of a typical large business data processing system. Prerequisites: CAT 102, MIS 215 (Corequisite if not already taken.)

215 Introduction to Information Systems(3)

This course introduces students to the basic concepts and developments in information systems. Areas of study include computer technology, information systems concepts, information systems development, and the use of technology in organizations.

Students gain hands-on experience by using micro-computers to solve business problems. Prerequisite: CAT 102.

220 Fundamentals of System Technology(3)

This course provides students with an introduction to the variety of computer hardware, system software and networks available in the marketplace within perspective of finding solutions to business problems. Client/server, mini - computers, and mainframe computers are all discussed with regard to their hardware and operating system components, Prerequisites: CAT 102, MIS 215.

312 Computer Programing II (3)

An Integrated Development Environment (IDE) will be utilized to develop commercial grade computer applications that integrate Object Oriented Programming (OOP) with a relational DBMS. Cross platform migration and application distribution will be considered from a developer's perspective in a Rapid Applications Development (RAD) environment. Prototyping, concepts of a Fourth Generation Language (4GL), and systems development in the Windows and Internet arenas will be addressed. Prerequisites: MIS 201, MIS 215, MIS 220.

333 Database Management and Design (3)

The theory of a Database Management System (DBMS) will be examined within the context of its utilization in an information system application. The primary focus will be on relational databases, while the hierarchical and network models will also be considered. Concepts will include design, optimization, and implementation. Security and data integrity in centralized and distributed systems are issues that will be addressed. SQL and SQL bindings to programming languages will be employed as a vehicle during the development of applications, Prerequisites: MIS 215, MIS 220.

344 Structured Systems Analysis and Design (3)

This course discusses the System Development Life Cycle (SDLC) from problem detection to a post-implementation evaluation of the chosen solution. Students analyze case studies and design and actual business system in response to a problem in the local business community. A Computer-Aided System Engineering (CASE) toolkit is used in class and for assignments giving students practical experience using current

structure design technology to solve business data processing problems. Prerequisites: MIS 201, MIS 215, MIS 220.

400 Management of Information Systems (3)

This course covers topics in the management of information systems. Areas of study include information resource management, strategic uses of information technology, decision support systems and expert systems. The course includes case studies and team presentations. Prerequisite: MIS 215.

410 Telecommunications (Data Communication and Networks) (3)

An examination of the objectives and issues related to data communications using the Open Systems Interconnection (OSI) Model. General topics addressed include the selection, installation, and management of various types of computer networks. Specific topics include media selection, transmission protocols, error detection, microwave links, modem connections, packet switching, satellite networks, local area networks, and distributed processing. Prerequisite: MIS 215.

420 System Implementation (3)

This is the capstone technology course in the MIS curriculum in which students install a multi-user system and local area network design and develop a multi-user business computer application, and then implement the system. Classroom discussion focuses on how to install, configure and administer a large computer installation. Students then work in teams to create and implement an actual business system in response to a problem in the local business community. Prerequisites: MIS 312, MIS 333, MIS 344.

Course Descriptions— Marketing Prefix: MKT

306 Marketing Concepts and Applications (3)

Elements of the marketing function in bringing the organization's goods and services from the producers to the consumer.

309 Product/Services Management and Pricing Strategy (3)

This course focuses on the elements required to successfully manage products & services and develop appropriate pricing strategies. Students will use several basic statistical techniques to identify ways in which product/service offerings can be enhanced and pricing strategies adjusted. Prerequisites: MKT 306, BUS 311.

381 Marketing Research (3)

Quantitative and analytical tools and techniques that are used for studying marketing data and formulating marketing strategies and tactics. Prerequisites: BUS 311, MKT 306.

385 Consumer Behavior (3)

An analysis of the actions and decisions processes of individuals and organizations involved in discovering, evaluating, acquiring, consuming and disposing of products and services. The disciplines of Marketing, Psychology and Sociology will be used to understand how consumer behavior is the basis for management decision making. Prerequisite: MKT 306.

386 Sales Promotion, Advertising, and Personal Selling (3)

Examines the process of planning, executing, and evaluating promotional programs utilizing personal selling, advertising, and sales promotion techniques to achieve company objectives. Prerequisite: MKT 306.

403 Sales Management and Channels of Distribution (3)

Identifies wholesaling middlemen, retailing middlemen, and physical distribution institutions useful for the effective distribution of products and the services they perform. Prerequisite: MKT 306.

466 Business-to-Business and International Marketing (3)

Considers the adjustment in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social, and cultural environments on management decision making is examined. Prerequisite: MKT 306.

490 Marketing Management Strategy (3)

Development of managerial decision-making techniques and problem solving through practice in analyzing practical marketing cases. Prerequisites: MGT 305, MKT 306, Senior status.

ADRIAN DOMINICAN SCHOOL OF EDUCATION

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

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

Evelyn Evans, Ed.D., Associate Dean

Faculty: Aizenman, Bohning, Burke, Dezek, Doran, Duffy, Esnard, Evans, Foote, Gillig, Giordano, Gray, Gwise, Harris-Looby, Houghton, House, Hubschman, King, Krebs, LeBlanc, Lentin, Levine, Murphy, Payne, Pittman, Powell, Radeloff, Rice, Rosenblatt, Rubin, Singer, Skaruppa, Superfisky, Supran, Tulloss, Tureen, Weinfeld, Wolman

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

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

OBJECTIVES:

The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:

- meet current professional standards including licensure and certification requirements
- provide knowledge and skills which enable graduates to practice in their career choices
- develop attitudes which encourage a life-long commitment to quality teaching and learning

EDUCATION MAJORS (B.S.)

ELEMENTARY PROGRAM EXCEPTIONAL STUDENT EDUCATION PROGRAM PREK-PRIMARY PROGRAM

The Elementary Education major, a State of Florida approved program, prepares students to teach in Grade One through Grade Six.

The Exceptional Student Education major, approved course by course by the State of Florida, prepares students to teach in Varying Exceptionalities classes in Kindergarten through Grade Twelve.

The PreK-Primary Education major, a State of Florida approved program, prepares students to teach in PreKindergarten through Grade Three.

Upon completion of the B.S. degree in Education, graduates will have acquired the ability to:

1. recognize patterns of physical, social, emotional, and cognitive development in students, including exceptional students in the regular classroom
2. identify and meet the learning needs and abilities of all children, including those from diverse cultural backgrounds and those with special needs
3. implement a wide range of instructional strategies to translate content into developmentally appropriate classroom activities
4. analyze data from classroom observations to improve effectiveness in instruction
5. interpret student and classroom observable data to administrators, parents, and the community

6. demonstrate the "Accomplished Practices" (teacher competencies) identified by the State of Florida's Education Standards Commission

DISTRIBUTION REQUIREMENTS

Theology and Philosophy	9 credits
Communications	9 credits
English 111 and 112 or equivalent; Speech 101 or equivalent	
Science and Mathematics	9 credits
Mathematics 201 and 202 or equivalent; Biology, Chemistry or Physics	
Social and Behavioral Sciences	9 credits
Sociology 201 and Psychology 281 and History, or their equivalents	
Humanities and the Arts	9 credits

REQUIRED COURSES FOR ELEMENTARY EDUCATION

Major (51 cr.) - EDU 151, 218, 322*, 362*, 366*, 388*, 400, 414, 417, 435*, 441, 466*, 470, and 499.
Prerequisites for student teaching: EDU 151, 218, 322, 362, 366, 388, 435, 466.

Additional course requirements: ART 376, MUS 376, SES 344, ECT 405, ENG 320 and TSL 406.

*Students are required to take these courses at Barry University.

REQUIRED COURSES FOR EXCEPTIONAL STUDENT EDUCATION

Major (51 cr.) - EDU 322*, 362, 400, 435, 466, 470, 499, ESE 410, 411, 420*, 424*, 428*, 483, and 490.
Professional Preparation (12 cr.) - EDU 151, 218, 417, 441.

Prerequisites for student teaching: EDU 151, 218, 322, 362, 435, and 466, ESE 420, 424, 428, and ECT 405.

Additional course requirements: ENG 320, ECT 405 and TSL 406.

*Students are required to take these courses at Barry University.

REQUIRED COURSES FOR PREK-PRIMARY EDUCATION

Major (63 cr.) - EDU 322*, 329, 400, 422, 423, 460, 470, 493, 499, EDM 400, 401, 402*, 403, 407*, 426*, and 449.

Prerequisites for student teaching: EDU 322, 329, 400, 422, 460, 470, 493, EDM 400, 401, 402, 407, 426, and 449.

Additional course requirements: ENG 320, ECT 405 and TSL 406.

*Students are required to take these courses at Barry University.

EDUCATION MINOR

Minor (27 cr.) - Secondary Education - Biology — EDU 151, 218, 417, 463, 468, 499, and BIO 476.

Prerequisites for student teaching: EDU 151, 218, 463 and Special Methods 476.

FIELD EXPERIENCE REQUIREMENTS

Clinical field experience is a component of many undergraduate courses. The student may be required to undergo security clearance and/or pay a fee, depending upon the county or district of field experience placement.

ADMISSION TO THE ADRIAN DOMINICAN SCHOOL OF EDUCATION

Declaration to enter the teaching profession represents informal admission to the Adrian Dominican School of Education. Candidacy is considered formal admission to a teacher education program and to the Adrian Dominican School of Education. Both education majors and minors must be accepted as candidates to the School before they are allowed to enroll in more than 12 hours of professional education courses. Transfer students may enroll in education courses for two semesters without having been formally accepted into a teacher education program.

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

CANDIDACY REQUIREMENTS

A student can achieve candidacy in one of two ways:

1. official documentation of a combined minimum score on the SAT I of 960* or of 20 on the enhanced ACT; or
2. completion of **all 45 semester hours of required distribution courses** with a grade point average of 2.5 or higher

A student must obtain a grade of C or better in required English and mathematics courses.

Candidacy applications are available in Room 144 of the Powers Building or from the student's advisors.

*A score of 840 on the SAT will be accepted if the test was taken before April 1, 1995.

Students who have been accepted in a teacher education program will be responsible for keeping abreast of the teacher certification requirements as stated by the Florida State Department of Education, Tallahassee, Florida, and for securing additional information from the Office of the Division of Education regard-

ing new requirements enacted after the printing of this catalog. In addition, the students should arrange with their advisors to plan a program of study which will fulfill both state certification requirements and degree requirements.

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

STUDENT TEACHING REQUIREMENTS

To be accepted for student teaching, a student must:

1. have been accepted as a candidate in the Adrian Dominican School of Education
2. have passed all sections of the CLAST, and have taken both sections of the Florida Teacher Certification Exam (FTCE)
3. have completed a minimum of 90 semester hours of course work with a cumulative grade point average of 2.5 and a grade of C or better in all required professional Education courses
4. have completed a minimum of 30 semester hours of course work at Barry University

The student teaching program represents the culminating phase in teacher preparation and consists of a carefully planned sequence of laboratory experiences under the supervision of professional educators. During student teaching, a full-time schedule (a minimum of 12 credits) must be carried by the student. Passing all sections of the Florida Teacher Certification Examination is required for credit in student teaching.

GRADUATION REQUIREMENTS

1. successful completion of graduation requirements for undergraduates as identified under Academic Information in this catalog
2. successful completion of the required courses for the Education major or minor
3. a C or better earned in professional education courses and an overall GPA of 2.0 with a 2.5 GPA in the subject area
4. appropriate materials filed for graduation with the Registrar before the published deadline

Students who are required to take preparatory courses before taking required courses may not be able to graduate in four years. The faculty of the Adrian Dominican School of Education reserves the right to dismiss a student who, in its judgment, based upon direct classroom observation utilizing an approved teacher observation instrument and other assessment data, does not satisfy the requirements of scholarship, health, or personal suitability.

2 + 2 PROGRAM

ADMISSION/CANDIDACY

Barry University offers a Bachelor of Science degree in either Elementary Education (Grade 1-Grade 6) or PreK-Primary (Age 3-Grade 3) for students who have ordinarily earned an associate's degree from Miami-Dade Community College- Kendall Campus, Miami-Dade Community College- Wolfson Campus, Broward Community College or Palm Beach Community College. To be eligible for the 2 + 2 program, the following criteria are recommended:

1. acceptance by the Admissions Office of Barry University
2. completion of A.A. or A.S. degree from MDCC, BCC or PBCC
3. successful completion of appropriate equivalent course work

Candidacy applications are available from the students' advisors or the 2 + 2 program coordinator at the community college campuses.

Transfer students will be given TWO semesters to satisfy the philosophy/theology requirement, thus allowing them to opt for the second way of obtaining candidacy.

POSTGRADUATE INFORMATION

Barry seniors in good standing in Education should be apprised of opportunities for further study, such as the possibility of taking graduate courses as a senior. See "Graduate Credit for Qualified Seniors" in the Barry Catalog.

The Adrian Dominican School of Education offers the Master of Science (M.S.) Degree in eight areas which lead to further state certification. Students who are interested should request information from Graduate Admissions.

MULTI-CULTURAL EDUCATION TRAINING

A program to meet the State of Florida requirements for endorsement in Multi-Cultural Education Training and Advocacy is being developed. This endorsement will enable students to meet all requirements to teach linguistically diverse students within the framework of current course offerings and would include six semester hours of TESOL and EDU courses and multicultural infusion in all other methods courses. Students will have this additional employability benefit as soon as program approval is received from the State of Florida. Until approval is granted by the Florida Department of Education, students can meet state endorsement requirements by taking 9 semester hours of prescribed TESOL/EDU courses.

Course Descriptions— Education Prefix: EDU

151 Introduction to Education (3)

Surveys the principles of education with emphasis on school and society, history and philosophy of education.

218 Educational Psychology (3)

Applies the principles of psychology to the field of education. Examines innate and acquired forms of behavior control, motivation of learning, transfer of training, individual differences in intelligence and achievement, evaluation and measurement.

320 Children's Literature (PreK-3) (1-6) (3)

Surveys the literature suited to the needs of children. See ENG 320.

322 Methods of Teaching Reading (PreK-3) (1-6) (3)

Surveys the methods of teaching reading and the strategies and materials appropriate for use at the primary and elementary levels. Field experience includes teaching reading lessons at the appropriate grade level.

329 Health, Nutrition and Safety Needs of the Young Child (PreK-3) (3)

Provides a comprehensive survey of health, nutrition, and safety factors necessary to prepare care givers (teachers and parents) to nurture and care for children, age 3 to grade 3. Field experience.

362 Teaching Mathematics in the Elementary School (3)

Investigates the content, methodology, and materials for teaching modern mathematics in the primary/elementary school. Field experience. Prerequisite: MAT 201 or equivalent.

366 Teaching Social Studies in the Elementary School (3)

Examines the content, materials, and methodology in the social science field needed for the instruction of primary/elementary children. Field experience.

388 Teaching Science in the Elementary School (3)

Examines the principles and methods of selecting and organizing suitable units for primary/elementary school science; includes demonstrations, laboratory experiments, field trips, and tests. Field experience.

400 Comprehensive ESOL Strategies (PreK-3) (1-6) (3)

Based on current theories and special methods of teaching ESOL, this course concentrates on their practical application in the linguistically and culturally diverse classroom. Curriculum development and assessment

needs of LEP students are addressed through hands-on classroom experience. Prerequisite: TSL 406, Applied Linguistics. Field experience.

409 Multicultural Primary Education (3)

Studies the national and international dimensions of cultural diversity in order to develop the understandings for implementing primary school curriculum and instruction appropriate for a culturally pluralistic school setting. Field experience.

410 Multicultural Elementary Education (3)

Studies the national and international dimensions of cultural diversity in order to develop the understandings for implementing school curriculum and instruction appropriate for a culturally pluralistic school setting. Field experience.

411 Speech Correction for Children (3)

Focuses on language development, functional and organic speech deviations, the impact of language on learning, and early recognition of a child's possible speech disorder. See ESE 411.

412 Teaching the Elementary Mainstreamed Exceptional Student (3)

Offers an introduction to exceptional student education in the elementary years for those preparing for regular classroom teaching. Presents procedures for instructing elementary school students who are mainstreamed to the regular classroom. Field experience.

414 Classroom Management (3)

Examines the techniques for the observation, description, measurement, and evaluation of student behavior. Ways to strengthen positive behavior and eliminate distracting non-productive negative behavior are applied in classroom situations. Field experience.

415 Guiding Primary Learning (3)

Explores the ways young children learn and the factors influencing learning as the basis for designing instruction to facilitate primary learning. An application of the principles of learning is made to primary classroom situations.

416 Guiding Elementary Learning (3)

Applies learning theory relevant to the nature of children and the factors influencing learning for facilitating learning in the subject areas in the elementary classroom.

417 Evaluation and Measurement in Education (3)

Provides laboratory experience in designing classroom tests and writing test items. Examines group and individual tests as means of accountability and facilitating decision making.

422 Promoting Family Involvement in Schools (PreK-3) (3)

Emphasizes the role of creating an open school-learning environment through family involvement.

423 Issues and Practices in School/Community Parental Involvement (PreK-3) (3)

Examines the issues, policies, practices, and strategies in school and community relations, with focus on the school/community involvement as part of the developmental process of children.

435 The Teaching of Language Arts in Primary/Elementary Education (PreK-3) (1-6) (3)

Examines the methods and materials for instruction in all areas of the language arts curriculum in primary and elementary grades. Field experience.

436 Strategies for Primary Diagnostic-Prescriptive Instruction (3)

Develops a framework for diagnostic-prescriptive teaching in the primary classroom. Includes classroom organizational practices and teaching strategies which implement the model.

437 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)

Develops a framework for diagnostic-prescriptive teaching in the subject areas at the elementary level. Includes classroom organization, materials, and instructional strategies which implement the model.

438 Teaching the Primary Mainstreamed Exceptional Student (3)

Offers an introduction to exceptional student education in the primary years for those preparing to teach in the regular classroom. Presents strategies for instructing primary exceptional students who are mainstreamed to the regular classroom.

441 Primary/Elementary School Curriculum (3)

Examines the principles and problems in primary/elementary school curriculum. Offers practical experiences for the student in developing criteria for valid practices and curriculum changes.

442 Secondary School Curriculum (3)

Explores current trends in modern secondary school curriculum. Offers practical experiences in developing criteria for valid practices and curriculum changes.

460 Needs of Special Children and their Families (PreK-3) (3)

Includes information concerning indicators of children and their families with special needs, programs, procedures, and resources for special needs children, appropriate intervention and referral procedures, methods

of working with abused and neglected children, conferencing with families, due process, and confidentiality.

462 Principles of Teaching and Testing (Primary/Elementary) (3)

Introduces specific and general techniques which underlie teaching/learning in the primary/elementary school. Provides opportunities for students to receive critiques of the mini-lessons students present in class.

463 Principles of Teaching and Testing (Secondary) (3)

Introduces specific and general techniques which underlie teaching/learning in the secondary school. Provides opportunities to receive critiques of the mini-lessons students present in class.

465 Language Acquisition in Primary Education (3)

Deals with the fundamental concepts and questions of language acquisition from birth to nine years and relates those concepts and questions to the primary classroom. Observation of children's language and their interacting with other children through language is required. Field experience.

466 Diagnostic Teaching of Reading in the Primary/Elementary Classroom (3)

Presents techniques of informal reading diagnosis, interpretation, and planning for individualized and small group instruction for the primary/elementary classroom. Field experience. Prerequisite: EDU 322 or equivalent.

467 Foundations of Reading Instruction (3)

Surveys more advanced methods, techniques, and materials for teaching reading K-12, including current strategies and trends.

468 Reading in the Content Areas (3)

Presents strategies for developing students' reading abilities in the content area subjects at the primary, elementary, middle, and secondary levels. Focuses on the instructional materials and methods for subject area teaching in vocabulary, comprehension, study strategies, and text learning experiences. Examines informal evaluation techniques to meet individual differences in reading abilities and interests. Field experience.

470 Introduction to Exceptional Children (PreK-3) (1-6) (3)

Explores the detection of physical, mental, and emotional exceptionalities in children and their educational provisions. Field experience.

471 Psycho-Social Foundations in Primary Education (3)

Examines ways of improving understanding of the socialization process for children. Examines ways of conceptualizing and accepting responsibility for improving children's interpersonal relations. Examines the study and evaluation of the primary curriculum as it contributes to the development of social and emotional sensitivity.

472 Primary Programs and Practices (3)

Covers the foundations of the primary education curriculum; emphasizes building a basic curriculum related to perspectives of emotional, social, perceptual-cognitive, physical, and language development patterns. Addresses play, communication, integrating the arts, bilingualism, and multicultural issues. Field experience.

478 The Learning Disabled Child (3)

Presents the causes of learning disabilities and how they affect children in their social, emotional, and intellectual development. Offers practical experiences in the study of how children learn control of movement, language, and thought.

481 Learning Strategies for Exceptional Student Education (3)

Explores specific procedures and methods for implementing learning strategies for teaching ESE students. Focuses on the strategies of teaching ESE students how to learn and how to perform academic tasks.

483 Educational Assessment of the Exceptional Child (3)

Presents methods of diagnosing and individualizing instruction in specific curricular areas of Exceptional Student Education. Examines alternate methods of diagnosis and prescriptive learning.

484 Reading Diagnosis (3)

Examines methods of diagnosing reading problems, interpreting tests, and identifying reading-learning needs (K-12). Prerequisite: EDU 322, 467, or equivalent.

490 Corrective Reading (3)

Determines and implements appropriate classroom teaching techniques, strategies, and materials to meet the learning needs of students with reading difficulties (K-12). Prerequisite: EDU 322, 467, or equivalent.

492 Workshop in Education (Variable)

Provides special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

493 Child Study Skills for Primary Education (PreK-3) (1-6) (3)

Includes guidelines and techniques for observing, recording, diagnosing, analyzing, and prescribing for the personal, social, motor, language, and perceptual-cognitive development of primary children in a variety of child care and educational settings. Includes working with families and parents. Field experience.

499 Directed Student Teaching (PreK-3) (1-6) (12)

Provides the student teacher with on-the-job experiences under the supervision of a certified teacher and University personnel. Requires the synthesis and application of theory acquired in course work to realistic classroom situations. Prerequisites: Senior status, 2.5 GPA, C or better in all required education courses, participation in all sections of the FTCE, and a satisfactory score on the CLAST. Check prerequisites. Passing of the FTCE is required for a final grade in EDU 499.

**Course Descriptions—
Prefix ECT****300 Special Topics (3)**

Provides the opportunity to investigate specific topics/issues. Content to be determined by the department to fill specified needs or interests of the students.

405 Introduction to Computers/Technologies in Education (3)

Provides a comprehensive introduction to the broad role of computers in education. The computer is examined both as a subject of instruction as well as a tool for the professional educator.

415 Microcomputing in the Curriculum (3)

Prepares teachers to use microcomputers in the classroom. Strategies and methods for integrating microcomputing within the elementary and secondary curriculum are explored. Teachers will have opportunities to explore a full range of microcomputer applications suitable for classroom use. Prerequisite: ECT 405.

421 Computer Programming in Basic for Educators (3)

Prepares the teacher to program and use the BASIC language. The course is taught in a laboratory setting with extensive hands-on experience. Emphasis is on the preparation to teach BASIC in an educational environment. Prerequisite: ECT 405.

445 Software-Based Instructional Tools (3)

Investigates a variety of specialized software in relation to their benefits in developing materials and methods for the presentation and management of instruction. Prerequisite: ECT 405.

476 Teaching Computer Science (3)

Introduces participants to the special problems and methods of teaching computer science to K-12 students. This course is intended primarily for Computer Education students. Prerequisite: Departmental approval by the Adrian Dominican School of Education.

Course Descriptions— Prefix EDM

400 Introduction to Early Childhood Education (PreK-3) (3)

Examines early childhood philosophy, theory, teaching strategies, rationale, trend, and basic methodology, as well as historical influences of theorists such as Locke, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Gardner, and Piaget.

401 Developmental Curriculum and Strategies (PreK-3) (3)

Introduces students to the philosophy, rationale, and principles needed for curriculum development in early childhood education. The development of sensory-motor integration and social skills are examined. Opportunities are provided for students to develop the ability to design developmentally appropriate activities in varied curriculum areas, with a primary focus on the language arts. Field experience.

402 Language Arts and Math (PreK-3) (3)

Examines how a child develops linguistic skills and number concepts, and methods of facilitating the child's natural development. Investigates the sequence of math concepts and addresses the presentation of appropriate materials and content for teaching modern mathematics in the early childhood classroom. Field experience.

403 Child Growth and Development (PreK-3) (3)

Explores the philosophy, theory, strategies, programs, and various approaches to early education in light of the views of leading developmental theorists.

407 Humanities in the Classroom (PreK-3) (3)

Includes the teaching of the fine arts and the performance arts (music, art, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how these can be integrated into the daily curriculum. The humanities course includes cultural studies (history and geography) and language arts. Field experience.

426 Sciences in the Classroom (PreK-3) (3)

Explores teaching methods and hands-on activities in the natural, physical, and environmental sciences while nurturing a sense of wonder and a spirit of inquiry inherent in each child. Field experience.

449 Guiding Primary Learning/Classroom Management (PreK-3) (3)

Equips the student with knowledge and skills effective in teaching the young child. Includes such topics as: classroom management and record keeping, conducting parent programs, communication and listening skills, meeting government regulations, involving the local community, coordination and supervision of personnel, scheduling, and budgeting. Field experience.

Course Descriptions— Prefix ESE

410 Educational Management of Students with Exceptionalities (3)

Introduces the various forms of classroom organization, behavior management, and communication skills appropriate for managing the spectrum of students with exceptionalities. Field experience.

411 Speech Correction for Children (3)

Focuses on language development, functional and organic speech deviations, the impact of language on learning, and early recognition of a child's possible speech disorder. See EDU 411.

414 Transition: Teaching Social, Personal, and Work Skills to Students with Exceptionalities (3)

Introduces issues related to the transition of students with disabilities to work and community living, focusing on employability skills, career awareness, and transition planning for adult living. Field experience.

420 Instructional Strategies for Students with Mental Handicaps (3)

Introduces and evaluates instructional strategies for students with educable, trainable, and profound mental disabilities based on the development, implementation, and evaluation of individualized education plans. Field experience.

424 Instructional Strategies for Students with Learning Disabilities (3)

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

428 Instructional Strategies for Students with Emotional Handicaps (3)

Introduces instructional strategies for teaching children who are identified as having emotional disabilities, including instructional techniques, motivational strategies, development, implementation, and evaluation of individualized education plans as well as data-based management. Field experience.

483 Educational Assessment of Student with Exceptionalities (3)

Introduces formal and informal evaluation techniques and procedures to provide an objective data base for individualized instruction for children with exceptionalities. Field experience.

490 Curriculum Design in Exceptional Student Education (3)

Provides fundamental information and competencies regarding the nature and needs of students with mild disabilities. Introduces curriculum models, including the administration of instructional systems and curriculum materials, taking into consideration federal laws, appropriations, staffings, and individualized education programs.

**Course Descriptions—
Prefix TSL****406 Applied Linguistics (3)**

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

409 Cross Cultural Communication and Understanding (3)

Develops awareness and understanding of the major cultures represented by the different language minorities within the state. Provides insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient students who are speakers of other languages (LEPSOL).

411 ESOL Curriculum and Materials Development (3)

Focuses on applications of the theories, principles and current research related to second language acquisition, as well as instructional techniques and materials relevant to development of ESOL curriculum. Improves and enhances the participant's knowledge of the ESOL curriculum in comparison with the regular English language arts curriculum and improves and

enhances knowledge of materials appropriate for use with limited English proficient students who are speakers of other languages (LEPSOL).

417 Testing and Evaluation of ESOL (3)

Improves and enhances the knowledge needed to select and develop instruments of evaluation suitable for use with students who demonstrate limited English proficiency and are speakers of other languages (LEPSOL) through discussion, review, and critique of available instruments and basic principles in evaluation and test development. Reviews basic principles in evaluation in order to select, adapt, and/or develop assessment instruments that are valid and reliable in: a) identifying speakers of other languages who are limited in English proficiency (LEPSOL); b) placing them at appropriate levels for instruction; c) determining their readiness to exit from special program for LEPSOL; d) determining attainment of instructional objectives; and e) grading and promoting them.

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

Emphasizes second language philosophy, methodology, and the need for differentiating between teaching English to native speakers and teaching English to Speakers of Other Languages (ESOL). Enables participants to identify and apply major ESOL methodologies and approaches in accordance with the limited English proficient (LEP) students' culture and home language background, age, level, and learning style.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Associate Vice President for Academic Services and Dean

The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics, the Department of Sport and Exercise Sciences, and the Office of Campus Recreation.

The Department of Intercollegiate Athletics provides students with the opportunity to represent Barry University in amateur, collegiate sport competition against like institutions while pursuing the ultimate goal of completing a college degree. Participation is open only to full-time students who meet NCAA eligibility and satisfactory progress requirements. A "try-out" may be required by the respective head coach in order to assess athletic ability. The list of varsity sports offered is found under the Department of Intercollegiate Athletics.

The Department of Sport and Exercise Sciences (SES) offers professional preparation for students seeking career opportunities in human performance, leisure, and sport-related areas. Four (4) undergraduate programs leading to the Bachelor of Science degree are offered: **Exercise Science**, **Physical Education**, **Sport Management**, and **Sports Medicine-Athletic Training**. An optional track in **Diving Industry Management** is available within the **Sport Management** undergraduate major. In addition, courses leading to two distinct minors, one in **Diving Education** and one in **Exercise Science**, as well as teaching endorsements in **Adapted Physical Education** and **Coaching**, are offered within the department. Pre-Medicine and Pre-

Physical Therapy coursework options can also be supplemented within the Exercise Science and Sports Medicine-Athletic Training curricula. Actual course requirements and descriptions for each of these majors, minors and special programs are listed under the Department of Sport and Exercise Sciences.

The SES Department, through its program in **Instructional Activities in Sport and Recreation**, is also committed to providing opportunities for all students, faculty, and staff to pursue healthy and active lifestyles by offering activities which lead to the development of lifetime sports skills, recreational pursuits, personal fitness, and wellness.

The Office of Campus Recreation offers a variety of recreational activities for students, faculty, and staff. These include intramural sports, club sports, and organized on- and off-campus recreational opportunities.

Barry University's commitment to the School of Human Performance and Leisure Sciences is evidenced by the completion of a \$4.5 million Health and Sports Center. This facility houses two departments within the School and is fully equipped with state-of-the-art equipment in an 1,800 sq. ft. Athletic Training Room and research oriented 2,100 sq. ft. Human Performance Laboratory, an arena for basketball and volleyball, a 2,200 sq. ft. Strength and Conditioning Room, classrooms, locker rooms, and offices. Quality external facilities for baseball, softball, soccer, and tennis complete the sports complex.

THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Mike Covone, Director of Athletics

As an NCAA Division II member school, Barry University extends the university's mission of academic excellence into a strongly competitive intercollegiate athletic program which offers national recognition for the student-athlete. It is home to the 1989, 1992, and 1993 NCAA Champions in Women's Soccer and the 1995 NCAA Champions in Women's Volleyball. The ability of Barry's female and male student-athletes to balance the demands of athletic participation with success in the classroom brings much pride to the university community, currently boasting a 78% projected graduation rate for recipients of athletic aid.

All students 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.

Opportunities are provided for students to "try-out" for any of the eleven sports by contacting the appropriate head coach.

Coaching Staff:

MEN'S:

BASEBALL	Christopher Cafalone
BASKETBALL	Cesar Odio
GOLF	Roger White
SOCCER	Steve McCrath
TENNIS	George Samuel

WOMEN'S:

BASKETBALL	Jan Allen
CREW	TBA
GOLF	Roger White
SOCCER	Brian Dooley
SOFTBALL	Lisa Navas
TENNIS	George Samuel
VOLLEYBALL	David Nichols

THE OFFICE OF CAMPUS RECREATION

Ed Londono, Director

The Office of Campus Recreation is committed to providing students, faculty and staff with a broad selection of sports and recreational opportunities in which to engage during leisure hours. A sample list of activities is included below. Other offerings may be added at any time, based on adequate interest levels.

INTRAMURAL SPORTS

- Basketball
- Flag Football
- Soccer
- Softball
- Ultimate Frisbee
- Volleyball

CLUB SPORTS

- Badminton
- Crew (Men's)
- Martial Arts
- Rugby
- SCUBA Society

VARIOUS ORGANIZED RECREATIONAL OUTINGS

Further information concerning the Office of Campus Recreation may be found in the Sports and Recreation section of this catalog under STUDENT LIFE.

THE DEPARTMENT OF SPORT AND EXERCISE SCIENCES

Leta E. Hicks, Ed. D., Chair

Faculty: Butcher, Cerra, Cramer, Hicks, Kegeles, Mier, Miller, Nichols, Odio, O'Neil, Rosenberg, Samuel, Unruh, Walker, White.

The Department of Sport and Exercise Sciences (SES) offers undergraduate degrees in the following fields:

Bachelor of Science (B.S.) in:

EXERCISE SCIENCE

Pre-Medicine

Pre-Physical Therapy

PHYSICAL EDUCATION

SPORT MANAGEMENT

SPORTS MEDICINE-ATHLETIC TRAINING

Pre-Medicine

Pre-Physical Therapy

The Bachelor of Science (B.S.) in Sport Management includes an optional track with a specialization in **Diving Industry Management**. In addition, coursework is available within the department for those students or practicing professionals who want to enhance their career options by specializing in certain areas or by seeking more in-depth study in their fields. Classes leading to Florida Department of Education (FL-DOE) certification in **Adapted Physical Education** are offered for either graduate or undergraduate credit. Former high school or collegiate varsity athletes who are completing degree requirements in physical education, as well as any education major or subject area specialization in secondary education, may desire to pursue the FL-DOE endorsement in **Coaching**. Majors in other disciplines (e.g., Marine Biology, Photography, Physical Education) who desire to expand their understanding of the underwater world, may pursue a **Minor in Diving Education**. Majors in health-related professions, including Athletic Training, interested in increasing their knowledge of movement and human performance, have the option of enrolling

in courses leading to a **Minor in Exercise Science**. Actual requirements and descriptions for each of the majors, minors, and special programs offered by the Department of Sport and Exercise Sciences are discussed under the respective program areas.

The SES Department offers an extensive program of **Instructional Activities in Sport and Recreation (ISR)** for students and members of the Barry community who wish to pursue lifetime leisure, personal fitness, and wellness activities. A listing of these activities can be found at the conclusion of this section.

The SES faculty reserve the right to accept, retain, and recommend for graduation students who, in addition to satisfying stipulated academic requirements, meet personal and professional standards established by national governing bodies. Admission to the Department of Sport and Exercise Sciences does not guarantee progression to internship courses, certification, or graduation.

DEGREE REQUIREMENTS

All undergraduate majors in the Department of Sport and Exercise Sciences must satisfy all Barry University graduation requirements (e.g., distribution, upper level courses, GPA, minimum credit hours, integrative experience, etc.) as described in the "Academic Information" section located in the front of this catalog. These are in addition to the specific requirements outlined in the following sections for the particular major.

Information pertaining to the Department's progression for "Full Acceptance" into a major is provided to all undergraduate students who have been initially

accepted into the SES Department. These requirements are graphically represented below and are also available upon request from the Department Chair, each respective Program Coordinator, or one's academic advisor. Individuals who do not meet the minimal academic standards required for a particular program or major, as well as those students whose semester OR cumulative grade point average falls below a 2.0, will be periodically reviewed by the SES faculty to determine eligibility to continue in the program.

SES CORE

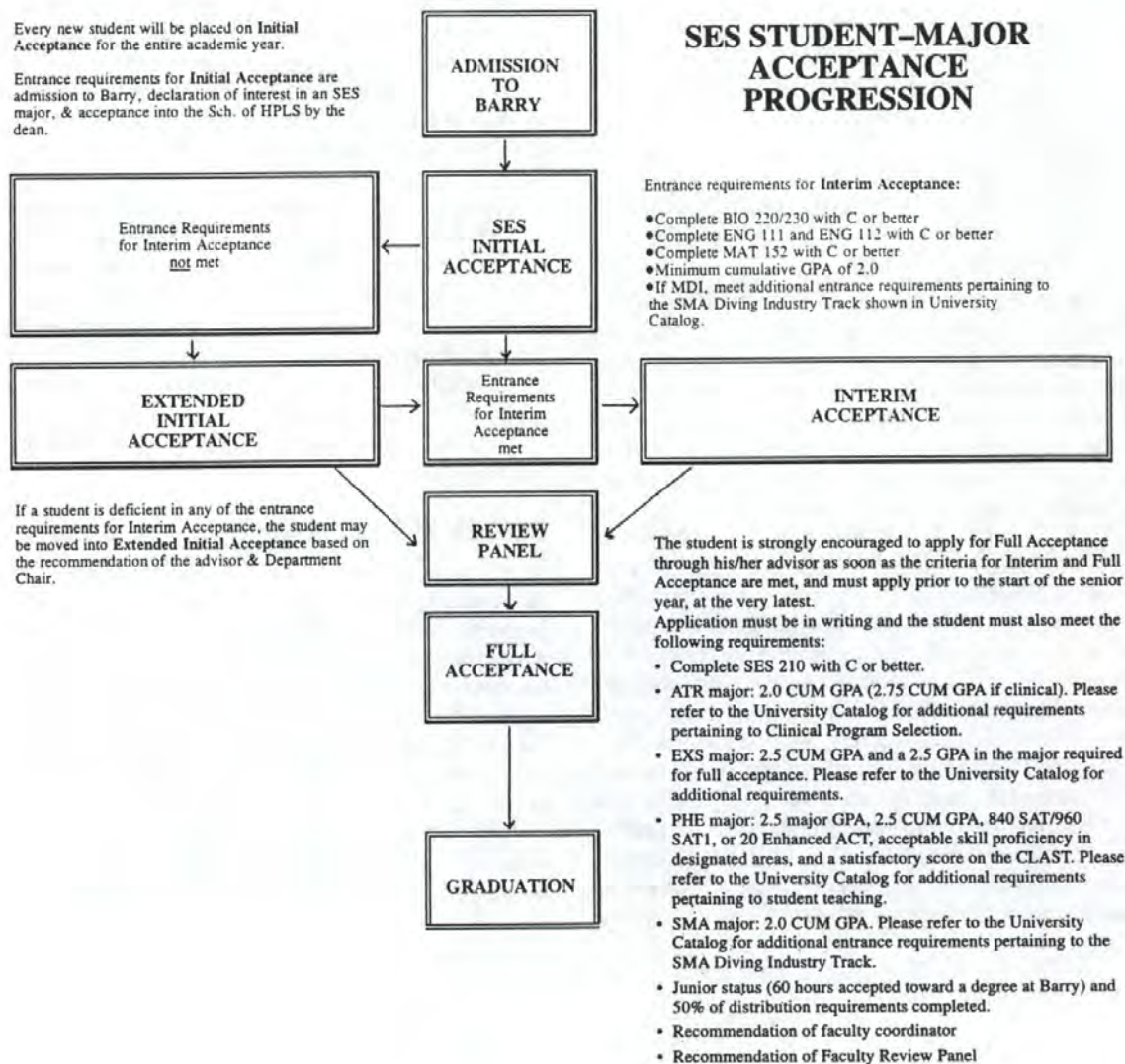
The SES Core is designed to provide broad-based competencies in certain areas fundamental to all majors seeking sound academic preparation in exercise and sport-related professions. Undergraduate students pursuing the Bachelor of Science (B.S.) degree in any of the five areas of concentration — i.e., Exercise Science, Physical Education, Sport Management, Sport

Management/Diving Industry, and Sports Medicine-Athletic Training must complete 24 semester hours in the core courses listed below. Additional specific requirements in the major are described under the respective program area. **Students must earn the minimum grade of C or better in all SES Core courses.**

SES 210	Foundations of Sport & Exercise Sciences	3
SES 212	First Aid & CPR & PDT	2
SES 270	Concepts of Fitness & Wellness	3
SES 335	Psycho-Social Aspects of Sport	3
SES 340	Adapted Physical Activity, Sport and Recreation	3
SES 360	Applied Exercise Physiology and Lab OR	4
SES 361	Exercise Physiology I and Lab	
SES 465	Administration of Programs & Facilities Except Majors in Sport Management	3
SES 480	Contemporary Issues & Ethics in Sport	3
TOTAL SES CORE		24

Every new student will be placed on Initial Acceptance for the entire academic year.

Entrance requirements for Initial Acceptance are admission to Barry, declaration of interest in an SES major, & acceptance into the Sch. of HPLS by the dean.



EXERCISE SCIENCE (B.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 120-semester-hour program which prepares students for a wide variety of health-related careers which include, but are not limited to the following:

- Fitness and wellness programs (B.S. or M.S. required): careers include health and fitness instructor, strength training instructor, exercise leader, health and fitness program director.
- Clinical programs such as cardiac/pulmonary rehabilitation (B.S. or M.S. required): careers include exercise specialist, exercise test technologist, program director.
- Exercise physiology research (M.S. or Ph.D.): a B.S. degree in Exercise Science prepares students for graduate degree work in an exercise physiology laboratory. Careers include laboratory technician, research assistant, research scientist.
- Other careers: a B.S. degree in Exercise Science is an excellent stepping stone for other health-related careers such as medicine, nursing, physical therapy and physician assistant.

The program requires 36 credit hours (beyond the SES core of 24 hours) which are specific to the Exercise Science major and which prepare students to attempt the American College of Sports Medicine (ACSM) certification examination in the preventative tract. A student majoring in Exercise Science must take the ACSM Health Fitness Instructor certification examination prior to graduation. **The minimum grade of C is required in all major, SES core, and corequisite courses.**

Requirements for Full Acceptance to the Exercise Science Major:

Students who have satisfied all SES Interim Acceptance requirements should apply for Full Acceptance to the major when all criteria have been met. Full acceptance status is required prior to enrolling in EX field experiences (SES 486 Practicum & SES 499 Internship). The student is eligible for full acceptance to the Exercise Science Major when the following requirements have been completed:

1. The student has achieved junior status (completed at least 60 hours applicable to the degree) OR has fulfilled all SES Interim Acceptance requirements.
2. The student has a declared major in Exercise Science.
3. The student has passed Biology 240 (Human Physiology), Chemistry 152 (Intro. To Organic and Biological Chemistry & Lab), Physics 151 (Introductory Physics & Lab), SES 210 (Intro. to

Health, PE, Rec. and Sport) SES 270 (Concepts of Fitness and Wellness), or their equivalent, with a grade of C or better.

4. The student has both a cumulative and a major GPA or 2.50 or higher.
5. The student has the recommendation of his/her advisor and the Coordinator of the Exercise Science Program, as well as the SES Faculty Review Panel.

Field Experiences in Exercise Science

Students must achieve Full Acceptance into the major (see above criteria) and pass SES 361 (Exercise Physiology I) with a C or better prior to being admitted to SES 486 (Practicum). Practicum in Exercise Science requires at least 4 hours per week, and up to 16 hours per week of guided field experience in laboratory supervision and testing, research, exercise leadership, exercise prescription, physical training, or fitness assessment. (See other SES 486 requirements in the course descriptions section.)

SES 499 (Internship in Exercise Science) is a full-time field experience in a hospital-based wellness or cardiac rehabilitation program, a corporate fitness center, or other off-campus fitness/exercise facility. Completion of SES 486 with a grade of B or better is required in order to receive approval from the EX Program Coordinator to enroll in SES 499. (See other requirements under course descriptions.) SES 499: Internship meets the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 56

The student majoring in Exercise Science must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 20 hours of required coursework, bringing the total distribution credit hours required for Exercise Science majors to 56. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY	9
(THE or PHI 353, Bio-Medical Ethics is strongly recommended)	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	20
** BIO 230 Human Anatomy and Laboratory (4)	
** BIO 240 Introduction to Human Physiology & Lab (5)	
** CHE 152 Intro. to Organic & Biological Chemistry & Lab (4)	
** MAT 152 Elementary Probability & Statistics (3)	
** PHY 151 Introductory Physics & Lab (4)	

SOCIAL AND BEHAVIORAL SCIENCES		9
** PSY 281 Introduction to Psychology (3)		
HUMANITIES AND FINE ARTS		9
SES Core Requirements:		24
(See listing. SES 361 required)		
Exercise Science Major Requirements		36
Exercise Sciences Core (14 hrs.)		
CAT	102 Basic Computer Applications	3
SES	220 Care & Prev. of Athletic Injuries & Lab	4
SES	320 Kinesiology & Laboratory	4
SES	370 Fitness Assessment and Exercise Prescription	3
Additional Exercise Science Requirements (22 hrs.)		
SES	441 Cardiac Rehabilitation and Lab	4
SES	461 Exercise Physiology II and Lab	4
SES	486 Practicum in Exercise Science	2
SES	499 Internship in Exercise Science	12
Electives (4 hours minimum)		4
Recommended Courses:		
SES	300 Special Topics in Exercise Science (3)	
SES	310 Personal Health and Disease Prevention (3)	
SES	326 Principles of Motor Learning (3)	
SES	330 Nutrition for Physical Performance (3)	
SES	469 Directed Readings in Exercise Science (3)	
SES	479 Directed Research in Exercise Science (3)	
SES	485 Legal Issues in Sport and Exercise Sciences (3)	

DEGREE TOTAL: EXERCISE SCIENCE (B.S.) 120

Minor in Exercise Science

An Exercise Science minor is available to complement pre-professional majors in medical, allied health, athletic training or other science-based fields who are interested in further study in the areas of physical fitness and human performance. A student may earn a minor in Exercise Science by completing the following courses:

SES	212 First Aid and CPR	2
SES	270 Concepts of Fitness and Wellness	3
SES	320 Kinesiology & Laboratory	4
SES	361 Exercise Physiology I and Lab	4
SES	370 Fitness Assessment and Exercise Prescription 3	
SES	441 Cardiac Rehabilitation and Lab	4
SES	461 Exercise Physiology II and Lab	4
SES	486 Practicum in Exercise Science	2
		26

Pre-Physical Therapy and Pre-Medicine Options:

Available only to majors in Exercise Science or Sports Medicine-Athletic Training (SM-AT). Please

refer to the details on the undergraduate course requirements for these program options as described following the SM-AT degree and clinical requirements.

PHYSICAL EDUCATION (B.S.)

Daniel Z. Rosenberg, Ed.D., Coordinator

The major in Physical Education (PE) is an undergraduate degree program approved by the Florida Dept. of Education (FL-DOE) for teacher certification. The Bachelor of Science degree in Physical Education, prepares the student to teach physical education, fitness, and wellness in the primary, elementary, and/or secondary schools. The Physical Education major requires a total of 121 semester hours with 46 credit hours of major coursework, 32 hours of which are specific to the Physical Education Teacher Education Program (PE-TEP). **The minimum grade of C is required in all major, SES core, education, and corequisite courses.**

A major in Physical Education prepares students to attempt the Florida Teacher Certification Examination (FTCE). There are two options available in the program: one leading to K-8 State certification or one leading to state teaching certification for grades 6-12. Additional coursework can prepare the student for the opportunity to seek dual certification, as well as state teaching endorsements in **Adapted Physical Education** and/or **Coaching**.

(NOTE: THE PHYSICAL EDUCATION PROGRAM AND ENDORSEMENTS ARE SUBJECT TO CHANGE AT ANY TIME BASED ON RECOMMENDATIONS FROM THE FL-DOE FOR PROGRAM APPROVAL IN ORDER TO MEET CERTIFICATION REQUIREMENTS).

The PE-TEP focuses on the acquisition of knowledge and the refinement of teaching skills in the areas of fitness, team and individual sports, recreational games, and aquatics, as well as balance, tumbling, rhythmic and movement activities. Emphasis is placed on the sequencing of skills from elementary through the secondary grades. Extensive opportunities for clinical experiences are provided over a minimum of three years, beginning with classroom observations in EDU 151, 218, and SES 210. Continued observations and student-aiding are part of the course requirements in SES 470/471 and 475/476. SES 486 (Practicum in Teaching Physical Education) is also strongly encouraged for those who desire to further refine teaching skills prior to the student teaching experience. SES 499: Internship and Seminar in Physical Education (Student Teaching) is the culminating in-depth experience covering an entire semester.

PE-TEP ACCEPTANCE CRITERIA

1. Each student declaring a major in Physical Education is required to pass proficiency tests in several locomotor, sports skills and basic knowledge areas. These tests are administered in the first semester the student declares the major. The student must pass all proficiency tests prior to being "fully accepted" into the PE-TEP. Opportunities to improve any deficiencies identified are provided through the broad selection of ISR course offerings.
2. Permission to enroll in the PE-TEP methods course sequence (SES 470/471 or SES 475/476) requires passing EDU 151 and EDU 218 with a C or better AND FULL ACCEPTANCE into the major. The requirements for FULL ACCEPTANCE are as follows:
 - a. Completion of SES 210 (Intro to Health, PE, Rec., and Sport) with a C or better,
 - b. Successful completion of all proficiency tests as stipulated in #1 above;
 - c. a 2.50 cumulative GPA;
 - d. a 2.50 GPA in all major and education (EDU) courses combined;
 - e. a minimum score of 960 (combined) on the SAT I; or 20 on the Enhanced ACT; or, if taken prior to April, 1995, a combined SAT score of 840;
 - f. a satisfactory score on all sections of the CLAST;
 - g. junior status OR completion of all SES department "Interim Acceptance" requirements;
 - h. recommendation of the Physical Education Program Coordinator; **and**
 - i. recommendation of the SES Faculty Review Panel.

Applications for FULL ACCEPTANCE are to be submitted to one's faculty advisor or the PE Program Coordinator well in advance of seeking enrollment in the methods course sequence.

3. Students who meet most, but not all, of the requirements for Full Acceptance into the PE-TEP may petition in writing for special consideration by the Physical Education Program Coordinator, the Department Chair, and the HPLS Dean prior to seeking enrollment in the methods course sequence. If permission is given to enroll in SES 470/471 or SES 475/476, the student will be granted a temporary extension and placed on continued INTERIM ACCEPTANCE **with stipulated conditions** that must be met at the end of one, possibly two, more semesters. If these stipulated conditions have not been satisfied at the end of the extended period, the student will be withdrawn from the PE-TEP major. Students who meet all stipulated conditions will be fully accepted.

4. SES 499: Internship and Seminar-PE Student Teaching meets the integrative experience requirement for graduation. In order to be granted permission by the Department Chair and Dean to enroll in SES 499, the student must satisfy these conditions:
 - a. Meet all requirements for FULL ACCEPTANCE into the PE-TEP;
 - b. pass SES 470/471 or SES 475/476 with a C or better; **and**
 - c. participate in the FTCE general and subject area competency tests. A PASSING SCORE MUST BE RECEIVED ON ALL SECTIONS OF THE FTCE IN ORDER TO RECEIVE A FINAL GRADE IN SES 499.

DEGREE REQUIREMENTS**Distribution Requirements and Corequisites 47**

(Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of C or better).

THEOLOGY AND PHILOSOPHY 9
PHI 170, Contemporary Moral Problems, is strongly recommended.

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11
** BIO 230 Human Anatomy and Laboratory (4)
** MAT 152 Elementary Probability & Statistics (3)
** SES 360 Applied Exercise Physiology and Lab (4) (also required in SES core)

SOCIAL AND BEHAVIORAL SCIENCES 9
** PSY 281 Introduction to Psychology (3)
(PSY 382: Developmental Psychology strongly recommended)

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 20
(See listing. SES 360 required @4 hrs. but counted in Distribution)

Physical Education Major Requirements 46**Additional PE-TEP Requirements (46 hrs.):**

CAT	102	Basic Computer Applications	3
EDU	151	Introduction to Education	3
EDU	218	Educational Psychology	3
EDU	400	Comp. ESOL Strategies	3
SES	220	Care and Prev. of Athletic Injuries & Lab	4
SES	320	Kinesiology & Laboratory	4
SES	326	Principles of Motor Learning	3
SES	350	Tests & Measurement in HPER and Sport	3
SES	470	Methods & Practice of Teaching Dev. Activities I (K-8)	3
		OR	4
SES	475	Sec. School Phy. Ed. Theory & Practice I (6-12)	4

SES	471	Methods and Practice of Teaching Dev. Activities II (K-8)	
		OR	4
SES	476	Sec. School Phy. Ed. Theory & Practice II (6-12)	
SES	499	Internship and Seminar in Phys. Ed (Student Teaching)	12
Electives (8 hours minimum)			8
Recommended Courses:			
SES	310	Personal Health and Disease Prevention (3)	
SES	325	Officiating Team and Individual Sports (2)	
SES	328	Theory of Coaching (3)	
SES	330	Nutrition for Physical Performance (3)	
SES	431	Media Relations in Sport (3)	
SES	469	Directed Readings in Exercise Science (3)	
SES	479	Directed Research in Exercise Science (3)	
SES	485	Legal Issues In Sport and Exercise Sciences (3)	
SES	486	Practicum in Coaching (3)	

DEGREE TOTAL:
PHYSICAL EDUCATION (B.S.) 121

Teaching Endorsements

The Department of Sport and Exercise Sciences offers coursework in two areas of specialization which lead to State of Florida Department of Education (FL-DOE) endorsements in: (1) Adapted Physical Education, and (2) Coaching.

Adapted Physical Education Endorsement Requirements: Students may earn an endorsement in Adapted Physical Education by completing twelve semester hours among courses specified in certain areas by the FL-DOE. Actual state requirements are available by request from the office of the SES Department Chair. These courses are offered in a weekend format to practicing teachers and other professionals who work with disabled individuals in leisure services or related movement science/human performance disciplines. These courses satisfy FL-DOE requirements toward an endorsement in Adapted Physical Education.

Six (6) semester hours are required in the following courses: 6

EDU	470	Introduction to Exceptional Children (3) or equivalent; and	
SES	402	Biological and Medical Aspects of Motor and Physical Disabilities (3)	

Four (4) credit hours must be completed from among the following course offerings: 4

SES	404	Physical Education and Sport for Children with Mental Deficiencies (2); or	
SES	406	Physical Education and Sport for Children with Sensory Disabilities (2); or	

SES	408	Physical Education and Sport for Children with Motor Disabilities (2) and	
Two (2) credit hours must be completed in one (1) of the following areas			2
SES	411	Coaching Techniques for Disabled Athletes (2)	
		or	
SES	413	Physical Activity for the Profoundly Handicapped (2);	
		or	
SES	417	Assessment in Physical Education for Exceptional Students (2);	
		or	
SES	419	Aquatics for Individuals with Disabilities (2)	

ADAPTED PHYSICAL EDUCATION ENDORSEMENT TOTAL 12

Coaching Endorsement Requirements: The following courses are offered to all majors seeking certification in primary, elementary, or secondary education, including physical education, who also desire to coach in a public school system. These courses satisfy FL-DOE requirements towards an Endorsement in Coaching.

SES	220	Care and Prevention of Athletic Injuries & Lab	4
SES	328	Theory of Coaching	3
SES	486	Practicum in Coaching	3

COACHING ENDORSEMENT TOTAL 10

In addition, SES 212, 320, 325, 330, 335, 360, and 485 are strongly recommended electives for those students interested in pursuing coaching careers.

SPORT MANAGEMENT (B.S.)

Hal J. Walker, Ph.D., Coordinator

The Bachelor of Science in Sport Management (SM) prepares students for entry level positions within the professional, collegiate, corporate, commercial, or recreational sport industry, and for graduate study. The Sport Management program requires a total of 121 semester hours, including 30 credit hours specific to Sport Management and an additional 24 hours in the SES Core. A 21 credit hour minor in Business is also included. **The minimum grade of C is required in all major, minor, SES core, and corequisite courses.**

An optional, specialized track is available in **Sport Management-Diving Industry**. Acceptance to this track requires satisfying various competencies and standards as stipulated within the catalog description for this program which follows the Sport Management major.

SES 499 (Internship) meets the integrative experience requirement for graduation.

DEGREE REQUIREMENTS**Distribution Requirements and Corequisites 47**

The student majoring in Sport Management must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 11. This brings the total Distribution credit hours required for Sport Management majors to 47. **(Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better).**

THEOLOGY AND PHILOSOPHY 9
PHI 170, Contemporary Moral Problems, is strongly recommended.

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

** BIO 220 Human Anatomy and Laboratory (4)

** MAT 152 Elementary Probability & Statistics (3)

** SES 360 Applied Exercise Physiology and Lab (4)
(also required in SES Core)

SOCIAL AND BEHAVIORAL SCIENCES 9

** ECO 201 Introductory Macroeconomics (3)
(also required for minor in Business)

** PSY 281 Introduction to Psychology (3)

HUMANITIES AND FINE ARTS 9

Sport Management Major Requirements 53**SES Core Requirements 17**

(See listing. SES 360 required @4 hrs but counted in Distribution. SES 465 not required.)

Sport Management Core (26 hrs.):

CAT 102 Basic Computer Applications 3

SES 250 Sport and Recreational Management 3

SES 485 Legal Issues In Sport and
Exercise Sciences 3

SES 499 Internship in Sport Mgmt.
AND/OR
SM-Diving Industry 12

Additional Sport Management Requirements (12 hrs.)

SES 260 Leisure Planning and Programming 3

SES 380 Facility Design and Event
Management 3

SES 440 Sport Marketing, Promotions,
and Fund raising 3

SES 444 Financial Applications to Sport 3

Minor in Business (18 hrs.)

ACC 201 Financial Accounting 3

ECO 201 Intro. Macroeconomics
(3 hrs. counted in Distribution) 3

MGT 305 Organizational Behavior &
Management 3

MGT 352 Human Resource Management 3

MKT 385 Consumer Behavior 3
(Prerequisite - SES 440)

+Choice of two business electives recommended by the Associate Dean, Andreas School of Business (6 hrs)

Electives (3 hours minimum) 6

Recommended Courses:

SES 431 Media Relations in Sport (3)

COM 200 Introduction to Mass Media (3)

COM 390 Principles of Public Relations (3)

ENG 417 Advertising Copywriting (3)

ENG 418 Publication Production and Layout (3)

DEGREE TOTAL:

SPORT MANAGEMENT (B.S.) 121

SPORT MANAGEMENT/DIVING INDUSTRY

The B.S. degree in Sport Management (SM) includes an optional track with a concentration in Diving Industry. This area of emphasis is designed to prepare the student for a career in the instructional and retailing segments of the diving industry and offers the opportunity to attain SCUBA Instructor certification. The SM Diving Industry program consists of a total of 132 semester hours with a major in Sport Management totalling 44 credit hours, 26 hours of which are specific to the Diving Industry. An additional 24 hours of SES Core courses must be satisfied. A 21 credit hour minor in Business, is also included as part of the Diving Industry Management program. All requirements for the Sport Management major apply, with the exception of ENG 300 which is a recommended elective for this track. **The minimum grade of C in all major, minor, SES Core, and corequisite coursework is also required for the Diving Industry track.**

Criteria for Sport Management/Diving Industry (SMDI) Acceptance

Students electing this track, as well as those pursuing a minor in Diving Education, must satisfy the following criteria prior to acceptance. NOTE: **For student and group safety, **starred items must be completed before the end of the first semester of enrollment. In addition, the faculty member reserves the right to restrict a student from participating in a dive or related diving activity in order to ensure the safety of everyone who might be placed at risk.**

For Interim Acceptance:

** 1. Documentation of current immunizations and health screenings, including, but not limited to Tetanus, Hepatitis A and B, Tuberculosis, and HIV. (Some vaccines are available through the University's Health Services at discounted rates.)

- ** 2. Certification of medical fitness for SCUBA Diving by an M.D. with diving medicine knowledge, attesting to clearance for diving at all depths required within the SMDI curriculum.
- ** 3. Agreement to complete, prior to each in-water activity, a "Hold Harmless" statement that acknowledges proper fitness for diving, including attesting to being alcohol-, nicotine-, and drug-free.
- ** 4. Successful completion of the Cooper 12-minute Swim at a "Good" or higher category.
5. ISR 155 or equivalent entry-level "Open Water" certification from a recognized training/certifying agency.
6. ISR 255 or equivalent intermediate "Open Water" certification from a recognized training/certifying agency.
7. Verification of current medical insurance with specific coverage for SCUBA diving, including hyperbaric medical treatments and remote air ambulance coverage.

For Full Acceptance:

8. Documentation of no fewer than 30 SCUBA dives.
9. Satisfactory completion of a proficiency examination including, but not limited to, a written examination on basic diving theory, as well as a practical exam on diving skill performance in confined and open water.
10. SES 211 or current ARC Lifeguard Training Certification equivalent to that issued in SES 211.
11. SES 212 or current ARC First Aid and CPR certifications equivalent to those issued in SES 212.
12. Agreement to weekend availability of no less than one Saturday or Sunday per month during the academic year for open water activities related to coursework.
13. Agreement to summer availability between the junior and senior years, in order to complete an intensive experience in various diving activities.
14. Agreement to complete and document no fewer than 15 open-water dives per calendar year (excluding dives associated with coursework).
15. Possession of personal mask, fins, snorkel, foot protection, SCUBA cylinders, regulator with submersible pressure gauge, low pressure inflation hose, alternate air source, buoyancy control device, depth gauge, dive timer, compass, knife/diver tool, emergency signaling device(s), exposure suit appropriate for Florida diving environments, weight belt/weights, slate/pencil, equipment bag. All equipment is subject to inspection and approval by the program coordinator.

DEGREE REQUIREMENTS

Distribution Requirements and Corequisites 47
(Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of C or better).

THEOLOGY AND PHILOSOPHY 9
PHI 170, Contemporary Moral Problems, is strongly recommended.

WRITTEN AND ORAL COMMUNICATION 9
SCIENCE AND MATHEMATICS 11
** BIO 220 Human Anatomy and Laboratory (4)
** MAT 152 Elementary Probability & Statistics (3)
** SES 360 Applied Exercise Physiology and Lab (4)
(also required in SES Core)

SOCIAL AND BEHAVIORAL SCIENCES 9
** ECO 201 Introductory Macroeconomics (3)
(also required for minor in Business)
** PSY 281 Introduction to Psychology (3)
OR
** SOC 201 Introduction to Sociology (3)

HUMANITIES AND FINE ARTS 9
(PHO 203 Basic Photography, is required for those electing to take SES 308.)

SES Core Requirements 17
(See listing. SES 360 required @4 cr. hrs. but counted in distribution. SES 465 not required.)

Sport Management/Diving Industry Requirements 44

Sport Management Major Core (see listing) 21

Diving Industry Specialization Requirements (26 hrs)

SES	110	Intro to Diving Sciences, Tech & Mgmt	2
SES	226	Seamanship & Lab	3
SES	230	Recreational Diving Theory	3
SES	240	Dive Accident Management & Rescue with Lab	3
SES	351	Diving Leadership & Practicum	3
SES	362	Diving Business Management, Retailing & Practicum	3
SES	365	Hyperbaric Physiology & Decompression Theory	3
SES	421	Methods of Instruction in SCUBA Diving & Lab	3

Summer Intensive Program:

SES	311	Tropical Diving Environments	3
SES	—	Diving Industry track electives	TBA

SPORT MANAGEMENT/DIVING INDUSTRY STUDENTS:

Minor in Business 18

ACC	201	Financial Accounting	3
ECO	201	Intro. Macroeconomics (3 hrs. counted in Distribution)	3
MGT	305	Organizational Behavior & Management	3

MKT	306	Marketing Concepts & Applications	3
MGT	352	Human Resource Management	3
+Choice of two business electives recommended by the Associate Dean, Andreas School of Business (6 hrs)			

Electives: (3 hours minimum) 3

Recommended Courses:

SES	260	Leisure Planning and Programming (3)	
SES	300	Special Topics in Diving Industry (3)	
SES	304	Recreational Diving Specialties (1 cr. per specialty) (also available as Independent Study) (1-6)	
SES	306	Research Diving (3)	
SES	308	Underwater Photography (3)	
SES	314	SCUBA Equipment Repair & Maintenance (3) (also available as Independent Study)	
SES	380	Facility Design & Event Mgmt. (3)	
SES	424	Instructor Preparation (2-6) (also available as Independent Study)	
SES	444	Financial Applications to Sport (3)	

DEGREE TOTAL: SPORT MANAGEMENT (B.S.)—DIVING INDUSTRY 132

Minor in Diving Education 24

The Minor in Diving Education is designed specifically to service majors in other areas outside of Sport Management (e.g., Biological Sciences, Business, Photography, Physical Education) who desire certification(s) from an international agency, as well as more knowledge and safety in the use of SCUBA equipment and underwater education. Students electing this minor must satisfy all SM/Diving Industry criteria for acceptance as stated at the beginning of the SMDI section. The following courses are required:

SES	110	Intro to Diving Sciences, Tech & Mgmt	2
SES	211	Lifeguarding	2
SES	212	First Aid/CPR	2
SES	226	Seamanship	3
SES	230	Recreational Diving Theory	3
SES	240	Dive Accident Management & Rescue	3
SES	311	Tropical Diving Environments	3
SES	351	Diving Leadership & Practicum	3

Recommended Electives: (3 hours required) 3

SES	304	Recreational Diving Specialties (3)	
SES	308	Underwater Photography (3)	
SES	362	Diving Bus Mgmt, Retailing & Practicum (3)	
SES	365	Hyperbaric Phys & Decompression Theory (3)	

SPORTS MEDICINE — ATHLETIC TRAINING (B.S.)

Carl R. Cramer, Ed.D., Coordinator

The Bachelor of Science in Sports Medicine-Athletic Training (SM-AT) is one of the first undergraduate programs in athletic training to be fully accredited by the Commission on the Accreditation of Allied Health Educational Programs (CAAHEP). This program includes a comprehensive view of the broad field of Sports Medicine and offers future career opportunities in professions related to the care, prevention, assessment, and rehabilitation of sport-related injuries. This undergraduate major also provides a strong foundation in the sciences for those students interested in pursuing graduate study in Athletic Training or related fields (e.g., exercise physiology, various medical professions, occupational therapy, physical therapy, recreational therapy, physician's assistant, etc.).

The B.S. degree in Sports Medicine-Athletic Training requires 129 semester hours of study and a minimum of 1200 hours of supervised clinical experience. The program is developed around a total of 70 semester hours in the major with 24 credit hours in the SES Core and 46 credit hours specific to the Athletic Training major.

Completion of SM-AT degree and clinical requirements prepares the Athletic Training major to attempt the National Athletic Trainers' Association Board of Certification (NATABOC) examination. A description of clinical program requirements and selection criteria can be found following the SM-AT degree requirements. The student majoring in Sports Medicine-Athletic Training must apply to take the NATABOC examination prior to being approved for graduation. NATA certification, in combination with the B.S. degree in SM-AT, qualifies the Barry graduate for a State of Florida License in Athletic Training. Licensing information is available from the Program Coordinator.

Other options: SM-AT majors should consult with their advisor if interested in pursuing coursework in Pre-Medicine, Pre-Physical Therapy or other allied health graduate programs, as well as classes leading to Fla. Teacher certification in related disciplines (i.e., Biology, Health, or Physical Education). A detailed explanation for each of these areas can be found later on in this section.

An **Exercise Science Minor** is also available to support the major in Athletic Training, as well as majors in other health-related fields (e.g., nursing, pre-med, allied health, and biological sciences) who are interested in enhancing their knowledge of human performance and movement science.

The minimum grade of C is required in all major, SES core, and corequisite courses. SES 499 F and SES 499 C (Football and Clinic Internship) meet the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Corequisites 56
The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 20 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 56. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY 9
(THE or PHI 353 Bio-Medical Ethics, and PHI 120 Critical Thinking, and THE 300 Ethical Decision-Making are strongly recommended choices.)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 20

** BIO 230 Human Anatomy and Laboratory (4)

** BIO 240 Intro. to Human Physiology & Lab (5)

** CHE 152 Intro. to Organic & Biological Chem. & Lab (4)

** MAT 152 Elementary Probability & Statistics (3)

** PHY 151 Introductory Physics & Lab (4)

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY 281 Introduction to Psychology (3)

HUMANITIES AND FINE ARTS 9

SES Core Requirements: (See listing. SES 361 required.) 24

Sports Medicine-Athletic Training Major Requirements 46

CAT 102 Basic Computer Applications 3

SES 220 Care and Prevention of Athletic Injuries & Laboratory 4

SES 312 Advanced Assessment of Athletic Injuries & Laboratory 4

SES 316 Therapeutic Modalities and Laboratory 4

SES 318 Therapeutic Exercise and Laboratory 4

SES 320 Kinesiology & Laboratory 4

SES 330 Nutrition for Physical Performance 3

SES 486 Practicum in ATR II, Pt. A 2

SES 486 Practicum in ATR II, Pt. B 2

SES 486 Practicum in ATR III, Pt. A 2

SES 486 Practicum in ATR III, Pt. B 2

SES 499 Internship - Football 6

SES 499 Internship - Clinic 6

Electives (3 credit hours minimum) 3

Recommended Courses:

ENG 300 Career and Professional Writing (3)

SES 225 Assessment of Athletic Injuries & Laboratory (4)

SES 310 Personal Health and Disease Prevention (3)

SES 326 Motor Learning (3)

SES 441 Cardiac Rehabilitation and Laboratory (4)

SES 461 Exercise Physiology II and Laboratory (4)

SES 469 Directed Readings in Sports Medicine (3)

SES 479 Directed Research in Sports Medicine (3)

SES 485 Legal Issues In Sport and Exercise Sciences (3)

SES 490 Advanced Techniques in Athletic Training (3)

DEGREE TOTAL: SPORTS MEDICINE—ATHLETIC TRAINING 129

Clinical Program Requirements in Athletic Training

All course requirements for certification by the NATABOC are included in the Sports Medicine-Athletic Training major track. To satisfy Barry University and NATA requirements, the student must complete 1200 hours of supervised practica in three years of study prior to applying for the NATA certification examination in accordance with the standards set by Barry University, the NATA Board of Certification (NATABOC), the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT), and the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

CLINICAL PROGRAM SELECTION CRITERIA

1. A minimum of 24 credit (semester) hours completed.
2. BIO 230: Human Anatomy with lab and SES 220: care and prevention of athletic injuries and lab completed with a grade of C or better.
3. Major declared in Sports Medicine-Athletic Training.
4. A program application form completed and filed with the Program Director.
5. No fewer than 50 hours of observation under a NATA certified athletic trainer in good standing with the NATABOC, completion of all assigned directed observer modules, and attendance at monthly seminars.
6. Official transcripts on file with the academic advisor. Students transferring to Barry and simultaneously applying for acceptance into the clinical program must have their official transcripts filed with their clinical application to the Program Coordinator.

7. Both a cumulative and major GPA of 2.75 or higher to enter and to remain active in the clinical program.
8. Two program recommendations on file with the Program Director.
9. Statement of personal and professional goals filed with the Program Director.
10. Successful completion of interview with the selection committee.
11. Satisfactory performance on entrance exam.

The candidates for the clinical component of the athletic training professional program must meet all ten criteria listed above. The number of appointments to the program will vary from year to year. Program application materials must be received by April 1 of the first academic year in which the student participates as an Athletic Training major in order to be considered for the fall semester. These fall candidates will be notified of their clinical program status after June 1. Students who do not declare the Athletic Training major until the spring semester must submit their application materials by the following November 1. These spring candidates will be notified of their clinical program status by January 1. Students not accepted on the first attempt have one more opportunity to apply. The application must be resubmitted *the next consecutive semester*, up to a maximum of two attempts. Students unable to qualify for acceptance into the clinical program after the required two (2) consecutive attempts will be withdrawn from the major.

Students accepted into the clinical program will be assessed a fee of \$30. This assessment will occur annually at the time of registration and will provide liability insurance coverage for the year. Beginning and maintaining a professional membership in the National Athletic Trainer's Association (NATA) and the Athletic Trainer's Association of Florida (ATAF) is expected of all clinical program students. (See the SM-AT Program Coordinator for information on membership). Clinical students are expected to attend at least one professional symposium annually. (See the SM-AT Program Coordinator for registration information). Uniforms are required for all students in the clinical program. (See the SM-AT Program Coordinator for cost and purchasing details).

Transfer students' credentials will be examined on the basis of the same ten criteria and a minimum two-year commitment to meet NATABOC clinical experience requirements at Barry University. Transfer students entering with an A.A. degree and at least 300 hours of previous clinical experience under a NATA certified athletic trainer in good standing with the NATABOC are eligible for acceptance into the clinical program on a schedule that could allow them to complete all program and NATA requirements with two

years of study. Transfer students with fewer than 300 hours of previous clinical experience under a NATA certified athletic trainer in good standing with the NATABOC and/or no A.A. degree must plan to enroll for two and one-half to three years of study at Barry to complete all program and NATA requirements before being eligible to sit for the NATABOC examination.

Students who have completed the academic program in Sports Medicine-Athletic Training must have also completed 700 hours of supervised clinical experience (SES 486 @ 2 hours/segment for two Level II and two Level III segments equaling 8 hours total) prior to being approved for enrollment in SES 499 (Internships). 1200 clinical hours of supervised clinical experience must be completed prior to receiving a final grade in SES 499. All Athletic Training majors must apply for the NATABOC examination no later than the final semester of study in order to be approved for graduation.

The clinical education component of the Sports Medicine-Athletic Training Program at Barry University is a competency-based program which utilizes peer mentoring to assist students in attaining athletic training clinical knowledge and skills. Each year is considered a clinical level in which selected modules and experiences must be completed BEFORE advancing to the next clinical level. Before applying for the clinical education program, students must participate in the Directed Observership or Level I. All Sports Medicine-Athletic Training majors not yet accepted into the clinical education program must be active in the Level I Directed Observership.

Level I Completion Requirements:

1. Attend *each* Level I monthly student seminar for all students considering the Sports Medicine-Athletic Training major.
2. Complete all assigned modules in the Level I Directed Observer Manual.
3. Complete the 50-hour observation requirement (Note: the 50 directed observer hours DO NOT count toward the 1200-hour requirement.) Freshmen will complete 30 hours in the fall and 20 hours in the spring to complete their 50-hour total. Qualified transfer students may complete the 50-hour requirement in one semester with Program Coordinator and Athletic Training faculty approval.
4. Minimum cumulative GPA of 2.75.
5. Acceptance into the clinical education program.

Level II Completion Requirements:

1. Achieve junior standing.
2. Attend *each* Level II monthly clinical student seminar.

3. Completion of all assigned modules in the Level II clinical manual by announced deadline.
4. Completion of 300 hours of clinical experience under the direct supervision of a NATA certified athletic trainer in good standing with the NATABOC.
5. Minimum cumulative GPA of 2.75.
6. Completion of the Level II clinical experience evaluation with the clinical instructors.
7. Satisfactory performance on written and practical advancement exam.
8. Recommendation of the Athletic Training faculty for Level III promotion.

Level III Completion Requirements:

1. Achieve Senior standing.
2. Attend *each* Level III monthly clinical seminar.
3. Completion of all assigned modules in the Level III clinical manual by announced deadline.
4. Completion of 400 hours of clinical experience (700 total) under the direct supervision of a NATA certified athletic trainer in good standing with the NATABOC.
5. Minimum cumulative GPA of 2.75.
6. Completion of the Level III clinical experience evaluation with the clinical instructors.
7. Satisfactory performance on written and practical advancement exam.
8. Recommendation of the Athletic Training faculty for Level IV promotion.

Level IV Completion Requirements:

1. Attend *each* Level IV monthly clinical seminar.
2. Completion of all assignments for SES 499 for two semesters at 6 credits per semester.
3. Completion of 500 hours of clinical experience (1200 total) under the direct supervision of a NATA certified athletic trainer in good standing with the NATABOC.
4. Minimum cumulative GPA of 2.75.
5. Completion of Level IV clinical experience evaluation with the clinical supervisor.
6. Satisfactory performance on the mock oral/practical examination.
7. Recommendation of the Athletic Training faculty for the NATABOC examination and graduation.

Pre-Medicine Option

A student completing the Exercise Science or Sports Medicine-Athletic Training program with high academic standing may include pre-medical studies if interested in applying to medical schools after completion of one of these SES majors. Students must consult the medical school catalog(s) of choice under

"Criteria" or "Prerequisites for Admissions" for specific requirements and policies appropriate to each medical school before selecting this option. Declaration of this option will largely depend upon the student's GPA and faculty/advisor recommendations on academic standing and character. Majors in Sports Medicine-Athletic Training or Exercise Science may have to complete coursework in the areas of Calculus, College Chemistry with lab, Organic Chemistry with lab, Biochemistry, College Physics with lab, Microbiology, Genetics, Developmental Psychology and/or Abnormal Psychology, and a demonstrated foreign language proficiency. (These requirements may vary based on specific medical school admissions criteria.)

The student interested in the Pre-Medicine option should consult with his/her Barry academic advisor early in one's undergraduate course of study in order to accommodate any additional courses that may be necessary into one's schedule. Students should also plan to take the Medical College Admissions Test (MCAT) and plan to interview with the medical school(s) of their choice, along with any other criteria for selection established by the respective medical school(s).

Pre-Physical Therapy Option

Students completing the Sports Medicine-Athletic Training or Exercise Science programs with high academic standing may wish to pursue a pre-physical therapy track. Students must consult the physical therapy school catalog(s) of choice under "criteria" or "prerequisites for admissions" for specific requirements and policies appropriate to each physical therapy school before selecting this option. Declaration of this option will largely depend upon the student's GPA and faculty/advisor recommendations on academic standing and character. Majors in Sports Medicine-Athletic Training or Exercise Science may have to complete coursework in the areas of College Chemistry with Lab, College Physics with Lab, Microbiology, Developmental psychology, Abnormal Psychology. (These requirements may vary based on specific admissions criteria established by the respective Physical Therapy School(s) under consideration).

The student interested in the Pre-Physical Therapy option should consult with his/her Barry academic advisor early in one's undergraduate course of study in order to accommodate any additional courses that may be necessary into one's schedule. Students should also plan to take the appropriate examination (GRE or AHPAT) and plan to interview with the Physical Therapy School(s) of their choice, along with any other criteria for selection established by the respective Physical Therapy School(s).

Florida Teacher Certification Option

By taking a few additional courses, students completing the Sports Medicine-Athletic Training major may pursue a teaching certificate for work in Florida secondary schools as a teacher-athletic trainer. Declaration of this option will be based largely upon the student's GPA and faculty/advisor recommendations on academic standing and character. Recommended subject areas for secondary teaching include Biology, Health or Physical Education. Students interested in the Teacher Certification Option should consult with his/her Barry academic advisor early in one's undergraduate course of study in order to accommodate any additional courses that may be necessary into one's schedule.

Course Descriptions — Sport and Exercise Sciences Prefix: SES

110 Introduction to Diving Science, Technology and Management (2)

Provides a history of diving and an overview of recreational, scientific, public safety, commercial, military diving, and career opportunities within each area. Explores underwater biological research, saturation diving, commercial diving equipment, atmospheric pressure diving systems, underwater robotics, public safety diving, and underwater crime investigation. Examines the various underwater training/certifying agencies and professional organizations.

112 Community First Aid & CPR (1)

American Red Cross First Aid, Adult CPR, Infant and Child CPR certification courses.

170 Introduction to Wellness (3)

An introductory course open to all students interested in fitness and wellness and how it relates to quality of life. Students are provided with a basic knowledge of diet, exercise, stress management, health, and other areas of total wellness and their impact on maintaining healthy lifestyles. Opportunities for computer analysis and hands-on experience will be provided. (SES 270 is designed for majors in SES.)

199 Special Topics (1-3)

Topics may vary each semester as determined by the SES faculty, based on subjects of current interest. Offered no more than twice for the same topic.

201 Dance and Aerobic Activities (2)

An introductory course in rhythmic activities, folk and square dancing, and aerobic exercise activities for the elementary and middle schools.

202 Elementary Games (Including Track and Field) (2)

Indoor and Outdoor games and track and field activities for the elementary and middle schools.

203 Gymnastics and Tumbling (2)

Practice of basic gymnastics and tumbling routines; scientific principles involved in teaching gymnastics and tumbling analyses of skills. Prerequisite: Beginning Gymnastics.

210 Foundations of Sport and Exercise Sciences (3)

Introductory information about professions in health, physical education, recreation, dance, and sport; opportunities afforded to those wishing to enter these professions; historical foundations of physical education, sport and dance; future trends, issues, and challenges in HPER and Sport.

211 Lifeguard Training (2)

Personal safety, self-rescue, and rescue of others in, on and around the water. Provides minimum skills necessary for qualification as a non-surf lifeguard. American Red Cross Lifeguard Training Certificate. Prerequisite: SES 112 or 212, or current certification in First Aid and Adult CPR prior to course completion.

212 First Aid, CPR & PDT (2)

American Red Cross Responding to Emergencies (First Aid, Adult CPR), Infant and Child CPR, and Basic Life Support-Professional Rescuer certification courses. (Enrollment restricted to SES majors.)

214 Methods of Instruction in Swimming and Water Safety (3)

Methods of teaching swimming and water safety; American Red Cross Water Safety Instructor certification course.

220, 220L Care and Prevention of Athletic Injuries and Lab (4)

Introduction to the basic concepts of preventing athletic injuries, injury recognition and assessment, and care and treatment procedures for proper management of athletic injuries. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. This course partially fulfills the requirements for the Coaching endorsement. Prerequisite: BIO 220/230. Laboratory fee required.

225, 225L Assessment of Athletic Injuries and Lab (4)

Techniques of evaluation and emergency management for athletic injuries and illnesses. Required for transfer students with minimal previous collegiate clinical Athletic Training experience. Three hours lecture and 2 hours laboratory weekly. Laboratory to be taken

concurrently with lecture. Prerequisite: SES 220, 220L and permission of the program coordinator. Laboratory fee required.

226 Seamanship and Lab (3)

Introduction to small boat operation for support of diving activities. Topics include basic boat operation, boat maintenance, boating safety, safety equipment requirements, rules of the road, marine navigation, marine radio operation, captain and crew responsibilities, requirements for U.S. Coast Guard licensing, and practical exercises.

230 Recreational Diving Theory (3)

Provides certified SCUBA divers with knowledge of diving theory. Examines physics, physiology of SCUBA diving, diver stress, stress management and prevention, decompression theory, diving tables and computers, aquatic/marine environment, dive operation planning and management (fresh water, wreck, reef, night, limited visibility, boat), extended depth diving, technical diving, cold water diving, tropical diving, and underwater search and light salvage. Prerequisites: acceptance into SMDI Track, and SES 210.

240 Dive Accident Management & Rescue and Lab (3)

Trains divers and dive leaders in procedures and techniques for the emergency management of injuries encountered in diving and the aquatic environment. Examines primary, secondary, and illness assessment, field neurological tests, first aid for pressure related accidents with emphasis on decompression sickness and arterial gas embolism, use of oxygen and oxygen equipment, care of marine life injuries, accident-related diving equipment problems, diving accident analysis, statistical review of diving injuries and fatalities, and the role of divers and dive leaders in accident prevention. Includes laboratory exercises in dealing with distressed divers, watermanship and self-reserve techniques, panicked divers, missing divers, underwater problems, in-water artificial respiration, pressure-related accidents, and diving accident scenarios. Students successfully completing the course are eligible for certification as Advanced Rescue Diver and DAN Oxygen Provider. Special course and certification fees apply. Prerequisite: SES 230.

250 Sport and Recreational Management (3)

An introduction to the fields of sport and recreational management; overview of theories of management and administration to sports and recreation.

259/359/459 Independent Study (3)

Original research of special topics pursued independently or in small groups. Available in Athletic Training (AT), Exercise Science (EX), Management-Diving

Industry (MD), Physical Education (PE), and Sport Management (SM). Prior approval of Department Chair and Dean required.

260 Leisure Planning & Programming (3)

Provides a basic understanding of the knowledge, skills, and values required for successful planning & programming of leisure services for all populations. Presents the steps necessary to establish, market, and manage the human and financial resources in leisure activities. Includes observations of recreational programs, including those in aging communities, tourism, etc.

270 Concepts of Fitness and Wellness (3)

This course is required for students majoring or minoring in one of the SES programs. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life. Students will examine their personal health risk, complete a personal fitness and nutritional assessment, as well as pursue an individual exercise prescription program. Hands-on experiences and exposure to the use of computer analysis in fitness assessment are included.

275 Professional Proficiency — Aquatic Activities (1)

Activities include: Canoeing, Lifeguard Training, Rowing, Sailing, SCUBA Diving, Swimming, Water Safety Instruction. Prerequisite: Coordinator's approval.

280 Professional Proficiency — Dance Activities (1)

Activities include: Ballroom Dance, Jazz Dance, Modern Dance, Social, Folk and Square Dance. Prerequisite: Coordinator's approval.

285 Professional Proficiency — Individual & Dual Sports (1)

Activities include: Archery, Bowling, Fencing, Golf, Gymnastics and Tumbling, Handball, Judo, Strength Training, Wrestling. Prerequisite: Coordinator's approval.

290 Professional Proficiency — Racquet Sports (1)

Activities include: Badminton, Racquetball, Squash, Tennis. Prerequisite: Coordinator's approval.

295 Professional Proficiency — Team & Field Sports (1)

Activities include: Basketball, Field Hockey, Football, Lacrosse, Rugby, Soccer, Softball, Speedball, Track and Field, Volleyball. Prerequisite: Coordinator's approval.

300 Special Topics (3)

Designed to provide experiences in a contemporary topic, problem, and/or research area. Offered in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM). Specific topics will be offered no more than twice.

304 Recreational Diving Specialties (1-6)

Educates students in selected diving specialties at one (1) cr. hr. per specialty. Principles and practices of deep diving, night diving, multilevel and computer assisted diving, wreck, underwater naturalist, drift, ice, cavern, underwater navigator, dry suit, and search and recovery diving are thoroughly examined. Students successfully completing the course are eligible for certification in the specific specialties addressed in the course. Special course and certification fees apply. Also available as Independent Study. Prerequisite: ISR 255 (or equivalent).

306 Research Diving (3)

Explores the application of diving in various scientific disciplines. Topics include oceanography, underwater archaeology, artificial reef programs, underwater surveying, mapping, documentation, and sampling and hydrology studies by divers in Florida. Includes field trips to selected research sites and opportunities to conduct underwater studies. Special course and certification fees apply. Prerequisite: ISR 255 or equivalent.

308 Underwater Photography (3)

Provides the student with working knowledge and basic skills in underwater photography. Topics include camera selection, camera operation and maintenance, natural light and artificial light photography, composition, macrophotography, normal and wide-angle lens use, and visual presentation, as well as underwater video techniques. Special course and certification fees apply. Prerequisites: PHO 203, ISR 255, or equivalent.

310 Personal Health and Disease Prevention (3)

Epidemiology of disease determinants, including identification and intervention in disease processes. Major emphasis on nutrition, exercise, and health.

311 Tropical Diving Environments (3)

Examines selected environments commonly associated with recreational diving in Florida and the Tropics. Includes intensive field trip and theory reviewing site selection. Topics selected for individual diver projects chosen for integration and environment. Special course and certification fees apply. Prerequisite: ISR 255 or equivalent.

312 Advanced Assessment of Athletic Injuries and Lab (4)

An advanced course designed to develop further knowledge and skills related to the recognition, assessment, treatment and appropriate medical referral of athletic injuries and illnesses. Prerequisite: SES 220/220L and/or SES 225/225L (as required by the program coordinator).

314 SCUBA Equipment Repair & Maintenance (3)

An overview of SCUBA diving equipment design, manufacturing, function, maintenance, and repair, including disassembly, inspection, and assembly of selected SCUBA regulators, valves, buoyancy control devices and inflation mechanisms, cylinder inspection, principles of hydrostatic testing, regulator performance testing, principles of dive computer operation, field maintenance and repair of selected diving equipment, and operation of professional repair facilities. Special course and certification fees may apply.

316, 316L Therapeutic Modalities and Lab (4)

A study of sports therapy physical agents used in athletic training techniques such as cryotherapy, hydrotherapy, electrotherapy, and mechanical therapy. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisites: SES 220, 220L. Honors option.

318, 318L Therapeutic Exercise and Lab (4)

A study of clinical sports therapy techniques used in the rehabilitation and reconditioning of athletic injuries. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisites: SES 220, 220L. Honors option.

320 Kinesiology and Lab (4)

The study of anatomical and biomechanical principles of human performance and movement science. 3 hours lecture, 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisite: BIO 220/230.

325 Officiating Team and Individual Sports (2)

A study of officiating techniques, rules and procedures in selected team and individual sports.

326 Principles of Motor Learning (3)

Introduces the student to psychomotor concepts and how these principles are applied to the learning of gross and fine motor skills in order to produce more efficient movement. Emphasis is placed on motor learning theories, research, and the learning environment.

328 Theory of Coaching (3)

Techniques and principles related to coaching and training athletes in various team and individual sports; use of sound instructional strategies, athletic management, and organizational techniques applied to coach-

ing. This course partially fulfills the requirements for the Coaching endorsement. Must be taken concurrently with one section of SES 328L.

330 Nutrition for Physical Performance (3)

The study of nutrition, diet analysis, biochemical processes in energy metabolism, nutrition and health problems, and nutrition as it relates to physical performance.

335 Psycho-Social Aspects of Sport (3)

An analysis of the social and psychological dimensions of sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs. Prerequisites: PSY 281 or college-level course work in Psychology.

340 Adapted Physical Activity, Recreation and Sport (3)

An introductory course designed for pre-professionals to develop competencies necessary to deliver service in accordance with federal laws. Motor, sensory, and cognitive disabilities will be discussed. Emphasis is placed on individualized educational programming and adapting regular physical activity, recreation, and sport programs. A specialized practicum is also included.

344 Teaching Health, Phy. Ed., Dance in the Primary/Elementary School (3)

Examines the methods, content material, and organizational procedures for conducting primary/elementary school health and physical education programs; practice in teaching activities in primary/elementary school health and physical education programs. Field experience provided. (Designed for classroom teachers not specializing in Physical Education.)

350 Tests and Measurement in HPER and Sport (3)

Introduction to measurement and evaluation techniques used in school and non-school settings. Includes simplified statistics, test construction, skill evaluation, and measurement of physical fitness and physical performance. Prerequisite: MAT 152.

351 Diving Leadership Practicum and Lab (3)

Prepares students for career opportunities as a dive master or dive guide and diving instructor. Includes dive planning, dive management and control, diver problem-solving, diver rescue (review), teaching confined water skills, teaching open water skills, tutoring entry level diving students, role of dive masters in confined water and open water training and non-training activities, diver buoyancy control, dive site survey, analysis, and mapping, and responsibilities and techniques of dive guides. Reviews selected topics from SES 230 and 240. Practical experience is acquired

by serving as an instructor aide in ISR 155 and/or ISR 255 (confined-water and open-water sessions) as well as tutoring entry-level students. Additional open water training sessions will be scheduled. Students successfully completing this course are eligible for certification as Dive Master. Special course and certification fees apply. Prerequisite: SES 240.

360, 360L Applied Exercise Physiology and Lab (4)

This is an entry-level course in exercise physiology which presents the basics of exercise response and training. The course includes the energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems during rest, steady state and exhaustive physical activity. Required for SMDI, PE, and SM majors. 3 hours lecture and 2 hours lab weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisite: BIO 220/230.

361, 361L Exercise Physiology I and Lab (4)

Survey of the functions of various organ systems in the human body and the physiological responses and adaptations of these systems to exercise or work stress. Required for AT and EXS majors. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: BIO 240.

362 Diving Business Management, Retailing & Practicum (3)

Provides the information and strategies necessary to research, establish, and operate a diving-related business. Topics include recreational diving business opportunities, the diving consumer, the diving market and its evolution, typical retail business profiles, legal requirements, financing, merchandising, dive instruction, dive travel, advertising, and the interactions of various dive training/certifying agencies. Prerequisites: MGT 305, MKT 306.

365 Hyperbaric Physiology & Decompression Theory (3)

Provides in-depth study of decompression illness, arterial gas embolism, and therapeutic applications of hyperbaric chambers. Topics include decompression illness, arterial gas embolism, CNS and pulmonary oxygen toxicity, hyperbaric chambers and support systems, treatment protocol and tables, application of hyperbaric oxygen in treatment of non-diving related illness and injury, and hyperbaric chambers. Prerequisites: BIO 220/230, SES 360 or 361.

370 Fitness Assessment and Exercise Prescription (3)

Introduces techniques appropriate for screening, health appraisal, and fitness assessment as required for prescribing exercise programs for individuals without disease or with controlled disease. Prerequisites: SES 270 and SES 361. (May be taken concurrently).

380 Facility Design and Event Management (3)

Includes knowledge of the various types of indoor and outdoor facilities, fiscal management, technological advances in equipment, planning of facilities, and event management.

402 Biological and Medical Aspects of Motor and Physical Disabilities (3)

Presents the sensory and motor aspects of developmental disabilities. Course content identifies and clarifies the differential developmental characteristics that exist among children with learning disorders, behavioral disabilities, neurological, orthopedic, genetic, drug and/or metabolic dysfunctions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

404 Physical Education and Sport for Children with Mental Deficiencies (2)

Provides an understanding of the positive impact of physical activity on the psychological and social, as well as, the physical well being of persons with mental disabilities. Includes an introduction to commonly accepted methods of assessing and identifying persons with mental deficiencies with emphasis on developing physical skills. A continuum of activities from basic motor development through recreational and competitive sports will be explored. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

406 Physical Education and Sport for Children with Sensory Disabilities (2)

Provides an understanding of the positive role of physical activity in the social, emotional, and physical well being of persons with sensory deficiencies. Includes the selection of activities at all developmental levels as well as contraindication of activities based upon various medical conditions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

408 Physical Education and Sport for Children with Motor Disabilities (2)

Provides an understanding of the value of physical activity for persons with motor disabilities, from social, emotional, and physiological aspects. Includes assessment techniques to aid in the selection of activities with emphasis on the contraindications for specific conditions. The range of activities will begin with

basic motor development and continue through specific sports skills. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

411 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.

413 Physical Activity for the Profoundly Handicapped (2)

Provides a foundation in physical activity programs for students identified as profoundly handicapped. Includes an introduction to the various sub-groups making up this population as well as techniques for incorporating providers of physical activity into the program. Emphasis will be placed on using developmental activities in small group settings. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

417 Assessment in Physical Education for Exceptional Students (2)

Current assessment and evaluation techniques used to identify conditions which impede psychomotor functioning. Emphasis is placed on test administration, educational diagnosis, the I.E.P., instructional strategies, public law compliance, etc. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

419 Aquatics for Individuals with Disabilities (2)

Develops the skills necessary to provide appropriate water activities for students with disabilities. In addition to addressing water activities, emphasis will be placed on restrictive medical conditions and providing a safe water environment for all persons with disabilities. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

420 Biomechanics (3)

Advanced techniques in the analysis of mechanical factors related to human movement. Prerequisite: SES 320.

421 Methods of Instruction in SCUBA Diving and Lab (3)

Develops the student's ability to teach SCUBA diving in courses such as open water, advanced open water, rescue diver, dive master, and assistant instructor courses. Examines teaching theory and methods, oral communication, lesson preparation, teaching aids,

confined and open water instruction planning, methods, and student evaluation, organizing and scheduling courses, skill problem solving, legal aspects of diving instruction, review of key academic material and skills, and presentations by participants. Students successfully completing this course are eligible to participate in SES 424 as necessary to complete the requirements for certification as a SCUBA Instructor. Prerequisite: SES 351.

424 Instructor Preparation in SCUBA Diving (2-6)

Students successfully completing this course are eligible for the "Instructor" certificate from the chosen SCUBA training/certifying agency. Includes structure, standards, procedures, training philosophies, knowledge, and skill levels expected of instructors, course offerings, and progressions. Course may be repeated for each individual agency (e.g. NAUI, PADI, YMCA) at 2 cr. hrs. per agency. Special course fees apply. Prerequisite: SES 421. Also available as Independent Study.

431 Media Relations in Sport (3)

Study of professional and collegiate sports and their relationship with the various media outlets. (Same as COM 431).

440 Sport Marketing, Promotions, and Fundraising (3)

An investigation of the principles, applications, and techniques of marketing, promotions, corporate sponsorships, and fundraising within the various sporting industries. Prerequisite: MKT 306.

441, 441L Cardiac Rehabilitation and Lab (4)

Pathophysiology of cardiopulmonary disease and the physiological and technical basis of graded exercise tolerance testing, exercise prescription, and exercise leadership for individuals with cardiopulmonary disease. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisite: SES 361.

444 Financial Applications to Sport (3)

Applies principles of finance to budgeting, operations, and business decision-making in various sport and exercise-related settings (e.g., schools, colleges, pro teams, retail establishments, and corporations). Prerequisites: MAT 152, ACC 201, ECO 201, FIN 319.

461, 461L Exercise Physiology II and Lab (4)

Continuation of Exercise Physiology I. Includes an in-depth survey of exercise biochemistry, cardiovascular function in exercise, biochemical and cardiovascular adaptations to exercise training, with emphasis on current research in exercise physiology.

3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: CHE 152, SES 361.

465 Administration of Programs and Facilities (3)

Study of desirable standards, policies, and practices in the organization, supervision, and administration of physical education, athletics, recreation, dance, athletic training, and sport programs. Prerequisite: Junior standing.

469 Directed Readings (3)

Directed library research and readings in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), and Physical Education (PE) to prepare for certification examinations. Prerequisite: Prior approval of Department Chair and Dean.

470 Methods and Practice of Teaching Developmental Activities I (K-8) (4)

This course involves the study and practical application of instructional design and content for grades K-8 in a comprehensive and intensive format. It is designed to provide the elementary physical education major with the knowledge base, skills, methodology, and techniques to teach a full range of developmental activities to school children in these grades. Instructional activities will involve skill analysis, peer teaching, video analysis, and demonstration of various teaching strategies for skills appropriate to grades K through 8. Instructional content and curriculum development will cover the entire range of skills, games, rhythms and dance, as well as tumbling, balance, and movement activities typically associated with physical education programs for this age group. Health-related subject matter appropriate for K-8 will also be addressed. An emphasis is placed on learning in all three domains: cognitive, affective, and psychomotor. Students will participate in ten hours of field experiences and observation in elementary and middle schools. This is a required course for majors in elementary physical education (K-8). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance into the PE-TEP.

471 Methods and Practice of Teaching Developmental Activities II (K-8) (4)

Continuation of SES 470. This course is designed to integrate material learned in SES 470 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected elementary/middle schools. This is a required course for majors in physical education (K-8). Prerequisites: SES 470 and Full Acceptance into the PE-TEP.

**475 Secondary School Physical Education
Theory and Practice I (6-12) (4)**

This course involves the study and practical application of instructional design and content for grades 6-12 in a comprehensive and intensive format. It is designed to provide the secondary physical education major with the knowledge base, skills, methodology, and techniques to teach a full range of activities to secondary students in these grades. Instructional content and curriculum development will cover three general areas: recreational team sports, individual lifetime sports, and personal fitness/wellness activities. Instructional activities will involve skill analysis, peer teaching, video analysis, and demonstration of various teaching strategies for skills appropriate to grades 6-12. Emphasis is placed on learning in all three domains: cognitive, affective and psychomotor. Students will participate in ten hours of field experiences and observation in middle and secondary schools. Students may also be assigned to assist in an ISR class within the department or other instructional setting. This is a required course for majors in secondary physical education (6-12). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance into the PE-TEP.

**476 Secondary School Physical Education
Theory and Practice II (6-12) (4)**

Continuation of SES 475. This course is designed to integrate skills learned in SES 475 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected middle and secondary schools. This is a required course for majors in secondary physical education (6-12). Prerequisites: SES 475 and Full Acceptance into the PE-TEP.

479 Directed Research (3)

Advanced research experience in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM) under the direct supervision of faculty. Prerequisite: Prior approval of Department Chair and Dean.

**480 Contemporary Issues and Ethics in
Sport (3)**

The senior "capstone" course for all SES majors which integrates the knowledge and concepts gained from prior course work and field experiences with real life situations in sport. Examines the positive and negative consequences of the way sport is organized, managed, and reported in American society by drawing from current events and articles. Provides a philosophical overview of the values that sport personifies in

today's society. Prerequisite: Senior status; at least one of the following is strongly recommended: PHI 120, 170, THE 300, 353.

**485 Legal Issues in Sport and Exercise
Sciences (3)**

Legislation affecting physical education classes, coaching, amateur, professional, and recreational sport and the legal ramifications of various aspects of sport administration and exercise prescription.

486 Practicum (2-8)

Advanced field experience in the application of learned principles from Coaching (CO), Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM). Prerequisites for all SES majors *except* AT: Full Acceptance into the preferred SES major, as well as prior approval of Program Coordinator and Department Chair; Exercise Science majors must also satisfy the specific requirements for Practicum approval listed under the major. Athletic Training majors must satisfy all Clinical Program Selection Criteria and complete the Level Requirements listed under the Sports Medicine-Athletic Training major by enrolling in sections 01, 02, 03, and 04 at 2 credit hours each.

**490 Advanced Techniques in Athletic
Training (3)**

A course for students of athletic training in need of an advanced course to meet requirements for certification by the National Athletic Trainers' Association (N.A.T.A.). An elective for sports medicine-athletic training majors. Laboratory fee required. Prerequisite: SES 225 or equivalent.

499 Internship (3-12)

Intensive, senior-level supervised work experience in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education-Student Teaching (PE), and Sport Management (SM). An evening seminar and/or written report of experiences may be included. In order to be permitted to represent Barry University in the public sector, students approved for off-campus internships must, in addition to satisfying stipulated academic requirements in the major, meet personal and professional standards established by national governing bodies. Athletic Training majors must have also completed 700 supervised clinical hours; Physical Education and Exercise Science majors must satisfy the specific requirements for Internship approval listed under the major. Prerequisites: Full Acceptance into the preferred SES major, as well as prior approval of the Program Coordinator, Dept. Chair and Dean.

NON-DEGREE PROGRAM

INSTRUCTIONAL ACTIVITIES IN SPORT AND RECREATION

Neill L. Miller, M. S., Coordinator

The selection of courses in this program focus on general fitness, lifetime sport and recreational opportunities. Offering diversity in choice, the program provides instructional and recreational experiences available to the entire University community. Courses are designed to promote physical and mental well-being through the development of a lifestyle that includes physical activity. The variety of activities and skill levels affords each student a choice to suit individual needs and desires. The student has the opportunity to develop competency in selected activities in order to maintain fitness for living, to provide a foundation for active use of leisure time, and to prepare for life-long recreational involvement.

All ISR courses may be repeated for credit in order to provide opportunity to improve upon skill levels, endurance, strength, and flexibility. ISR courses are two (2) semester hours of credit, unless otherwise stated, and are CR/NC option only; no letter grade is earned. Activities may carry a special course fee. All courses require a signed waiver of liability and medical history questionnaire/participation agreement. Courses involving strenuous physical activity may also require additional participation/liability releases.

Course Offerings — Prefix: ISR

LEVEL I COURSES are designated by the 100 number and are entry level courses.

Level II COURSES are designated by the 200 number. Course material builds on entry skills developed by 100 courses. Prerequisite to enrollment is the appropriate 100 level course or permission of the instructor.

ISR 101/201	Aerobic Exercise
ISR 110/210	Archery
ISR 112/212	Badminton
ISR 113/213	Basketball
ISR 114/214	Board Sailing
ISR 115/215	Bowling
ISR 120/220	Canoeing
ISR 125/225	Fencing
ISR 130/230	Golf
ISR 135/235	Judo and Self-Defense
ISR 136/236	Kayaking (1)
ISR 140/240	Personal Fitness: Strength and Conditioning
ISR 142/242	Personal Fitness: Aqua Aerobics

ISR 145/245	Physical Fitness: Walking, Jogging, Running
ISR 147/247	Racquetball
ISR 148/248	Rowing
ISR 150/250	Sailing
ISR 152/252	Ice Skating (1)
ISR 153/253	In-Line Skating (1)
ISR 155/255	SCUBA Diving
ISR 157/257	Snorkeling and Marine Awareness (1)
ISR 158/258	Softball
ISR 159/259	Soccer
ISR 160/260	Swimming
ISR 162/262	Table Tennis
ISR 163/263	Tai Chi
ISR 165/265	Tennis
ISR 170/270	Strength Training
ISR 175/275	Volleyball
ISR 180/280	Volleyball/Softball
ISR 190	Caribbean Connection
ISR 191	Diver and the Coral Reef
ISR 192	Night and Drift Diving
ISR 193	Reef Creators
ISR 194	Underwater Navigation and Mapping
ISR 195	Wreck Diving
ISR 199	Special Topics*

*Content may vary each semester as determined by the ISR faculty, based on faculty, staff or student interests. No special topic offered more than twice.

SCHOOL OF NATURAL AND HEALTH SCIENCES

Sister John Karen Frei, O.P., Ph.D.,
Associate Vice President for Research
Dean, School of Natural and Health Sciences
Professor of Biology

Faculty: Bill, Bloom, Creighton, Davis, Ellis, Freed, Hays, Landa-Gonzalez, Laudan, Lin, Mitchell, Montague, Mudd, Packert, Samiec, Sanborn, Stewart, Wright, Zuniga.

The Academic Health Science Center and the Division of Biological and Biomedical Sciences were established in 1985. The division was renamed in 1991 as the School of Natural and Health Sciences in order to integrate the undergraduate and graduate life and health science programs into a cohesive academic unit.

The purpose of the School of Natural and Health Sciences is to provide high-quality education which will prepare competent, thoughtful, ethical, and compassionate natural and biomedical scientists and health professionals. This is accomplished within a caring environment supportive of the religious dimension of the university. The school also provides biological and biomedical courses for students from other academic disciplines as part of a liberal education.

With the knowledge that the world and human needs are constantly changing, the goals of the School of Natural and Health Sciences are:

- 1) to provide to a culturally and experientially diverse student body a liberal, professional education in an environment that fosters motivated, self-directed analytical thinking, learning, and research in the biological, biomedical and health sciences;
- 2) to offer courses and other educational experiences that meet the requirements of Barry University and of entrance into professional programs and careers;
- 3) to develop a sense of ethical and social responsibility through opportunities in community service with on- and off-campus components.

We continue to offer academic programs which provide quality education supported by a caring attitude and desire for student success. To all of our students we provide an awareness of the contributions of scientists and practitioners from diverse domestic and international backgrounds. We also address biological, biomedical and health issues that impact those living within and outside of this country.

Our international students are provided programs and experiences that will allow them to make contributions to their native countries.

It is our goal to return these degreed students to their communities as informed and educated leaders.

The undergraduate program offers a variety of career opportunities available through its majors. Special options available to qualified students include the MARC (Minority Access to Research Careers) Program, the MBRS (Minority Biomedical Research Support) Program, and the MIRT (Minority International Research Training) Program. Students in all undergraduate programs must fulfill the distribution requirements as outlined in the Academic Information section of this catalog.

The School of Natural and Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors to be successful in their careers and contribute to the community they serve.

The School of Natural and Health Sciences reserves the right to remove any students for academic or non-academic reasons as outlined in university, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the university, school or program.

ALLIED HEALTH PROFESSIONS— “3 + 1” PROGRAMS

Allied Health is a term used to describe a range of occupations in which individuals have responsibility for assisting, facilitating, or complementing physicians and other specialists in delivering health care services to patients. Advances in the prevention and diagnosis of disease, in therapy and rehabilitation, and the need to cope with new health and environmental concerns have increased demands for skilled personnel in allied health fields. A student entering these fields must possess certain attributes such as manual dexterity, reliability, moral character, and the ability to remain calm, courteous, and efficient under adverse conditions and stressful situations.

Barry offers a choice of four different “3 + 1” programs for those students seeking to meet the growing demands in these fields: Medical Technology, Cytotechnology, Diagnostic Medical Ultrasound Technology, and Nuclear Medicine Technology.

After successfully completing this 90-credit program, the student may apply for a 12- to 15-month period of academic and clinical training in an approved School of Medical Technology, Cytotechnology, Diagnostic Medical Ultrasound Technology, or Nuclear Medicine Technology, respectively. The university will grant 30 semester hours of credit for this internship program paid to the university at the usual tuition rate. Prior to the internship, transfer students must have completed at least 30 semester hours in residency at Barry. Upon completion of the internship, the student receives a Bachelor of Science degree with a major in Medical Technology or Cytotechnology. The baccalaureate degree is a prerequisite to apply for the national registry exam in these two professions. With a major in Diagnostic Medical Ultrasound or Nuclear Medicine, and a minor in biology, the student receives a B.S. degree after completing the internship and achieving a passing score on the national registry exam. Students must apply individually for the year of clinical training; schools selectively admit qualified students on an individual basis. Students should check with the hospital for requirements; acceptance is competitive. Internship possibilities are very limited and most are out of state. Locally, Diagnostic Medical Ultrasound and Nuclear Medicine Technology Internships are currently available.

The first 90 hours of work based at Barry University may be completed on a full- or part-time basis.

Graduation requirements for all allied health majors include providing an alumni form to the senior academic advisor.

Medical Technology (B.S.)

A student majoring in medical technology must meet the following requirements: Biology 112, 122, 230, 325, 330, 334, 341, 346, 352 and BIO 300's sections as specified in “Other Biology Requirements” section of catalog. Also required as part of the program are Chemistry 111, 112, 243; Math 211 (note prerequisites); and Physics 151.

Cytotechnology (B.S.)

A student majoring in cytotechnology must meet the following requirements: Biology 122, 230, 240, 253, 341(recommended), 346, 450, 451 (recommended) and BIO 300's sections as specified in “Other Biology Requirements” section of catalog. Also required as part of the program are 12 semester hours of chemistry including Chemistry 152; 6 semester hours of mathematics; and a minimum of 4 semester hours of physics (PHY 151 or 201-202).

Diagnostic Medical Ultrasound Technology (B.S.) and Nuclear Medicine Technology (B.S.)

To facilitate the varying professional needs of the diagnostic medical sonographer and the nuclear medicine technologist, two tracks of study have been established within these majors. Track I has been designed for the student whose aptitude and/or interest lies more heavily in the sciences.

Students in Track I of the above majors are required to meet the following requirements: Biology 122, 230, 325, 330, 334, 341(recommended), and one of the following: BIO 346, 450, or 451, and BIO 300's sections as specified in “Other Biology Requirements” section of catalog. Also required as part of the program are Chemistry 111, 112, and 243; Mathematics 211 (note prerequisites); and 4 semester hours of physics. Students in Track 2 must meet the following requirements: Biology 122, 220, 240, 253, 341 (recommended) and either 450 or 451 or 476, and BIO 300's sections as specified in “Other Biology Requirements” section of catalog; Chemistry 111, 112, and 152; MAT 152; and a minimum of 4 semester hours of physics.

BIOLOGY (B.S.)

Prior to graduation, Biology majors (including the pre-professional track, the marine biology track, the ecological studies track, and non-preprofessional Track I and II) are required to take the Major Field Achievement Test in Biology (MFAT) as their integrative experience. There is a fee to take this exam which is offered twice a year on campus. The test must be taken

so that acceptable MFAT scores will be received prior to graduation. Graduation requirements for all majors include giving a senior presentation and providing an alumni form to the senior academic advisor.

Other Biology Requirements

Majors may not include toward graduation credit for a biology course in which they have received a grade of D. All credits must be taken in the regular undergraduate (daytime) program. The course may be repeated in order to raise the grade or it may be replaced by another course of the same kind, i.e., a core course can be replaced by a core course; an elective course can be replaced by another elective course. Students must have demonstrated progressive achievement in mathematics and chemistry by the end of the freshman year to remain in the school. For all lecture courses with laboratories: the lecture and lab are corequisites and must be taken concurrently except with the instructor's permission. Both lecture and lab are required though, if either is dropped, it must be repeated. Students are required to take: BIO 300a: Orientation for first-semester freshmen and transfers; BIO 300b: Biomedical Skills for freshmen is to be taken concurrently with BIO 122 (if they are taking BIO 122); BIO 300c: Biomedical Terminology for all allied health 3 + 1 programs and freshmen with verbal SAT's below 480; BIO 300d: Biomedical Topics for freshmen. These credits do not count toward the major.

Biology Major (including Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Pharmacy, Pre-Podiatry, Pre-Veterinary programs)

Barry's undergraduate Biology program provides students with the opportunity to prepare for a number of career goals. Possible alternatives include graduate study; teaching; medical, dental, optometry, pharmacy, podiatric and veterinary school; medical technology; and various careers in research.

The Pre-Medical and Pre-Dental programs have been successfully offered by the Biology Department/School of Natural and Health Sciences since 1960. The success of these programs is measured by more than 480 physicians and dentists who have obtained their degrees in our school in preparation for the following medical and dental schools to which they were accepted. **MEDICAL SCHOOLS:** University of Alabama; Albany Medical College; University of Arkansas for Medical Sciences; Baylor University; Boston University; SUNY at Buffalo; Chicago Medical School; College of Osteopathic Medicine of the Pacific; Colorado Medical School; Creighton University; Duke University; East Carolina University; Emory Univer-

sity; Georgetown University; Kirksville College of Osteopathic Medicine; Lake Erie College of Osteopathic Medicine; Loyola University; Medical College of Georgia; Howard University; University of Southern Illinois; University of Iowa; University of Michigan; New York Medical College; Northeastern Ohio University College of Medicine; Northeastern University; Northwestern University; Nova Southeastern Colleges of Osteopathic Medicine; Johns Hopkins University; Little Rock Medical School; Michigan State University; Mount Sinai Medical School; University of North Carolina; Rutgers University; Philadelphia College of Osteopathic Medicine, University of Miami; Medical University of South Carolina; University of New England College of Osteopathic Medicine; University of Oklahoma; University of Osteopathic Medicine and Health Sciences, Iowa; Temple University; East Tennessee State University; Tulane University; University of California: at Irvine, at Riverside, at Los Angeles, at San Diego, and at San Francisco; University of Florida; University of South Florida; State University of New York: Upstate, Downstate, and at Syracuse; University of Medicine and Dentistry of New Jersey; University of Texas at Houston; Virginia Commonwealth University; Washington University; Wayne State University; and Yale University. **DENTAL SCHOOLS:** Boston University Goldman School of Dentistry; Creighton University; Emory University; Georgetown School of Dentistry; Howard University; University of Indiana; Loyola University; Marquette University; University of Missouri; University of North Carolina; Northwestern University; Nova Southeastern University; University of Pennsylvania; University of Pittsburgh; University of South Carolina; Temple University; Tufts University; University of Connecticut School of Dental Medicine; and University of Florida. **OPTOMETRY SCHOOLS:** Pacific University; Nova Southeastern University; and University of Southern California. **PODIATRY SCHOOLS:** Barry University and Pennsylvania. **VETERINARY SCHOOLS:** Louisiana State University; Michigan State University; University of Minnesota; Oklahoma State University; Mississippi State University; New York State College of Veterinary Medicine; North Carolina State University and University of Florida.

As may be seen above, we have graduated physicians and dentists from some of the most prestigious medical and dental schools in the United States.

A major requires a minimum of 40 credits including Biology 112, 116, 122, 341, and at least one course from each of the following core areas:

1. Growth and development: Biology 225 or 230
2. Cellular and molecular biology: Biology 325 and/or 330
3. Physiological and biochemical principles: Biology 334 or 335

4. Environmental biology: Biology 310 or 312
5. Biological theory: Biology 440 or 475

Students must also fulfill the following biology, chemistry, and physics requirements: Biology 300's sections as specified in "Other Biology Requirements" section of catalog; Chemistry 111-112 and 243-244; Math 211 (note prerequisites); and 8 semester hours of physics. Students planning to teach at the secondary level add Biology 476.

Three Year Accelerated Option for the Biology Major (including Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Pharmacy, Pre-Podiatry, Pre-Veterinary Programs)

Admission requirements for this program are minimum combined SAT score of 1100 (verbal 500, math 600); high school GPA 3.50 or higher; advanced placement credits are encouraged.

YEAR 1

Fall:		Semester Hours
BIO	122 Biological Foundations	4
CHE	111 General Chemistry	4
BIO	300a, 300b Special Topics	2
ENG	111 Freshman Comp. and Lit.	3
MAT	109 Precalculus Mathematics I	3
		Total 16

Spring:		Semester Hours
BIO	112 Botany	4
CHE	112 General Chemistry	4
BIO	300d Special Topics	1
ENG	112 Techniques of Research	3
MAT	110 Precalculus Mathematics II	3
	Distribution Credits	3
		Total 18

Summer:		Semester Hours
MAT	211 Calculus I	4
	Distribution Credits	6
		Total 10

YEAR 2

Fall:		Semester Hours
BIO	230 Human Anatomy	4
CHE	243 Organic Chemistry	4
PHY	201 General College Physics	4
BIO	116 Zoology	4
		Total 16

Spring:		Semester Hours
BIO	325 Microbiology	4
CHE	244 Organic Chemistry	4
PHY	202 General College Physics	4
	Distribution Credits	6
		Total 18

Summer:		Semester Hours
	Distribution Credits	9
		Total 9

YEAR 3

Fall:		Semester Hours
BIO	330 Cell Biology	4
BIO	310 Marine Biology or	
BIO	312 Ecology	4
BIO	440 Evolution or	
BIO	475 Seminar	3
	Distribution Credits	6
		Total 17

Spring:		Semester Hours
BIO	341 Genetics	4
BIO	334 Human Physiology or	
BIO	335 Comparative Physiology	4
BIO	352 Biochemistry or	
	other BIO 300 or 400 level course	4
	Distribution Credits	6
		Total 18

Biology Major (Biotechnology Track)

Barry's undergraduate Biology program, with a concentration in Biotechnology provides students with the opportunity to prepare for a career in industrial and commercial settings, as well as in medical centers. The biotechnology field involves work in gene therapy, developing new tests and drugs to diagnose and treat disease, and discovering new ways to study the molecular and genetic structure of cells.

An internship is required for an entire semester or during a summer session to gain work experience in a laboratory setting.

50 credit hours in biology are required for this major including:

- BIO 122 Biological Foundations
- BIO 235 Intro to Biotechnology Workshop
- BIO 253 Introductory Microbiology
- BIO 256 Tissue Culture Techniques
- BIO 330 Cell Biology
- BIO 341 Genetics
- BIO 401 Biostatistics
- BIO 454 Virology
- BIO 455 Immunology
- BIO 471 Biotechnology Internship
- BIO 475 Seminar

Additional biology credits to be taken from upper level biology courses. Students must also fulfill the following biology, chemistry, physics and math requirements: BIO 300's sections as specified in "Other Biology Requirements" section of the catalog; Chemistry 111-112, 243-244, 321, and 352; Physics 201-202; and Math 109-110.

Biology Major (Ecological Studies Track)

This concentration focuses on educating scientists that can recognize, evaluate, and recommend solutions for restoring the ecological integrity of specific ecosystems. This program will also require that the students participate in an internship involving an ecological restoration project, incorporating both public and private agencies.

43 credit hours in biology are required for this track including:

- Botany and Zoology: BIO 112 and BIO 116
(note prerequisite: BIO 122)
- Comparative Anatomy: BIO 225
- Biodiversity of Ecosystems: BIO 260
- Ecology: BIO 312
- Comparative Physiology: BIO 335
- Dynamics of Restoration Ecology: BIO 360
- Restoration Models: Everglades: BIO 460
- Ecological Field Studies: BIO 465

Additional recommended credits may be taken from the following courses: Biology 310, 340, 475, 352. Students must also fulfill the following biology, chemistry and physics requirements: Biology 300's sections as specified in "Other Biology Requirements" section of catalog; Chemistry 111, 112, 243, and 321; and 4 semester hours of Physics 151 or 201 (and 202 recommended). Math 211 (note prerequisites) is recommended.

Our institution is located in a county that is one of the largest in agricultural productivity in the nation, and is located in a state where our fragile ecosystem is challenged daily.

Additionally, our county is experiencing rapid population growth. This program will allow us to educate citizens and scientists for the twenty-first century so that they may work to restore our environment - our greatest national heritage, before it is too late.

Biology Major (Marine Biology Track)

Barry's undergraduate Biology program, with a concentration in Marine Biology, provides students with the opportunity to prepare for a number of career goals that focus on the marine environment. Possible alternatives include graduate study; teaching; and opportunities in governmental agencies, as well as various careers in research.

50 credit hours in biology are required for this major including:

1. Botany and Zoology: Biology 112 and 116
(Note prerequisite: BIO 122)
2. Marine Biology: Biology 310
3. Comparative Anatomy: Biology 225
4. Comparative Physiology: Biology 335
5. Internship: Biology 420

Additional credits can be taken from the following courses: Biology 330, 341, 440 or 475. Students must also fulfill the following biology, chemistry and math requirements: Biology 300's sections as specified in "Other Biology Requirements" section of catalog; Chemistry 111, 112, 243, and 321; Mathematics 211 (note prerequisites); and 4 s.h. of physics.

Biology Major (excluding Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Pharmacy, Pre-Podiatry, Pre-Veterinary programs)

Barry offers an undergraduate biology program providing students with the opportunity to prepare for a number of career goals. Possible alternatives include teaching, technical positions in laboratory and research centers; positions in business, industry, biological illustration, computer science and other areas requiring a biological background. Track I or Track II requirements may be chosen as listed.

Track I

40 credit hours in biology are required for this major including Biology 112, 116, 122, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 335
4. Environmental biology: Biology 305 or 310 or 312
5. Biological theory: Biology 440 or 475

Students in this program must complete additional credit hours of biology electives. Students must also include Biology 300's sections as specified in "Other Biology Requirements" section of catalog; 12 hours in chemistry and 9 hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended.

Track II

35 credit hours in biology are required for this major including Biology 112, 116, 122, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 335
4. Environmental biology: Biology 305 or 310 or 312
5. Biological theory: Biology 440 or 475

Students in this program must complete additional credit hours of biology electives. Students must also include Biology 300's sections as specified in "Other

Biology Requirements" section of catalog; a minor in an approved area such as chemistry, mathematics, business, computer science, photography, art, telecommunications; 12 hours in chemistry and nine hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended. Chemistry and mathematics minors must complete additional hours in their minor subject.

Biology Major (Pre-Physician Assistant Track)

Barry offers an undergraduate biology program providing students with the opportunity to prepare for entrance into a physician assistant program at the graduate level.

40 credit hours in biology are required for this major including Biology 112, 116, 122, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 335
4. Environmental biology: Biology 305 or 310 or 312
5. Biological theory: Biology 440 or 475

Students in this program must complete additional credit hours of biology electives. Students must also include Biology 300's sections as specified in "Other Biology Requirements" section of catalog and BIO 300C is required. Other requirements include PHI 353 (3 s.h.); at least two courses in psychology or sociology; 12 hours in chemistry and 9 hours in mathematics or MAT 211 (4 s.h.). MAT 152 is recommended, and Physics 151 is recommended.

With the guidance of their advisor, students must demonstrate that they have significant experience in the medical field, whether shadowing a physician or physician assistant or working for a period of time in the health care field. Experience must be completed before graduation.

Biology Minors

A minor in Biology requires 20 credits including one lab course, and 10 credits must be taken at Barry University.

An Exercise Science minor is available to complement pre-professional majors. Students desiring a minor in Exercise Science must complete 26 credit hours in the following courses offered within the Department of Sport and Exercise Sciences: SES 212, 270, 320, 361, 370, 441, 461, and 486.

A minor in Human Biology requires 20 hours in biology selected from: BIO 103, 116, 122, 220, 240, 253, and selected 300 special topic courses. For all lecture courses with laboratories: the lecture and lab are co-requisites and must be taken concurrently except with the instructor's permission. Both lecture and lab are required, though, if either is dropped, it must be repeated.

A minor in Marine Biology requires 20 hours in biology including: Biology 112, 116, 122, 225, and 310.

Course Descriptions— Biology Prefix: BIO

The following courses are not for distribution credit: BIO 247, 317, 336, 345, 347, 348, 349, 400, 410, 427, 428, 452, 455.

101-102 General Biology I and II (1-6)

Organized according to modules; student may elect as many as three modules during one semester; content of the module may change each semester and is announced during the semester prior to registration; typical modules have included Cell Biology, Developmental Biology, Ecology, Florida's Environment, and Introductory Genetics.

103 Biological Crisis (3)

The study of biological disorders that may be attributed to genetic abnormalities, infectious diseases, drugs, alcoholism, pollution, cancer, and stress.

112 Botany (Lecture 3, Lab 1)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: BIO 122. (special fee)

116 Zoology (Lecture 3, Lab 1)

Survey of the major animal phyla, including discussion of the anatomy, physiology, embryology, evolution, and heredity of the major groups. Major emphasis on invertebrate phyla. 3 hours lecture, 3 hours laboratory weekly. Prerequisite BIO 122. (special fee)

120 Biology Overview for Majors - Section 01 (3)

Intended as the first biology course for biology majors who do not have a strong biology background. Credits do not count toward biology major.

120 Biology Overview for Non-majors - Section 02 (3)

For students curious about the living world. Includes an introduction to the systems comprising the human body, recent advances in biology, and man's relationship with the natural world.

122 Biological Foundations (Lecture 3, Lab 1)

Presentation of unifying concepts in cellular and molecular biology, genetics, ecology, behavior, evolution, and systematics. 3 hours lecture, 3 hours laboratory weekly. (special fee)

199 Special Topics (3)

Lower division special topic course. Content to be determined by the School as requested by faculty and/or students to fill specified needs or interests. Credits do not count toward Biology major.

202 Human Population Biology (Lecture 3, Lab 1)

Theoretical and applied aspects of population dynamics, with particular emphasis on the major physical, chemical, biological, social and economic factors that influence human populations. 3 hours lecture, 3 laboratory hours weekly. (special fee)

215 Health and Wellness (3)

Emphasizes the scientific basis for health-related concepts, promoting a better understanding of the body's organ systems and health related issues which affect the normal physiology of these systems. Includes topics dealing with stress, physical fitness, nutrition, drugs, infectious and non-infectious diseases, AIDS, and STD's, for wellness distribution only.

220 Introductory Human Anatomy (Lecture 3, Lab 1)

Gross human anatomy with laboratory, including dissection of the mink. 3 hours lecture, 2 hours laboratory weekly. (special fee)

225 Comparative Anatomy (Lecture 3, Lab 1)

Gross comparative vertebrate anatomy with laboratory, including dissection of five representative vertebrates. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent. (special fee)

230 Human Anatomy (Lecture 3, Lab 1)

Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (special fee)

235 Introduction to Biotechnology Workshop (4)

The biotechnology workshop is designed to give students extensive "hands-on" experience with modern laboratory techniques. Students will also learn how to use computers and how to analyze data and find information on current biotechnology research. Prerequisite: Biology 122. (special fee)

240 Introduction to Human Physiology (Lecture 4, Lab 1)

Survey of the functions of the organ systems in the human body. 4 hours lecture, 2 hours laboratory weekly. Prerequisite or corequisite: Biology 220. (special fee)

247 Kinesiology (3) for OTR majors

Application of biomedical principles to measurement and analysis of functional movement. (Restricted to OTR majors.)

253 Introductory Microbiology (Lecture 3, Lab 1)

Characteristics, physiology, pathogenicity of bacteria and viruses, with emphasis on organisms important in human disease; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. (special fee)

256 Tissue Culture Techniques (Lab 3)

Preparation of eukaryotic cell and tissue cultures with emphasis on sterile technique, differential cell culturing and methodology for the use of cell cultures in research laboratories. 6 hours laboratory weekly. Prerequisites: Biology 122, Biology 235; Chemistry 243. (special fee)

260 Biodiversity of Ecosystems (3)

An introductory course in ecological biodiversity which points students toward an educated approach to the environmental questions which confront us as we enter the twenty-first century.

300 Special Topics (3)

Content to be determined by the School as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Biology 101, 102 or 103, or School approval unless otherwise designated. Credits do not count toward Biology major. Section numbers beginning with "M" are for majors only.

305 Introduction to Oceanography (3)

Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: Chemistry 111-112; 4 s.h. of physics (Physics 151 or 201, 202)

310 Marine Biology (Lecture 3, Lab 1)

Common marine organisms of the littoral seas, coral reefs, and open ocean; interrelationships and problems of adaptation and survival. 3 hours lecture, 3 hours laboratory weekly; field trips by announcement. Prerequisite: Biology 116 or 122. (special fee)

312 Ecology (Lecture 3, Lab 1)

Plants and animals in relation to their environments; population, communities, eco-systems, and behavioral patterns, utilizing many of the natural areas provided, such as coral reefs, hammocks, everglades. 3 hours lecture, 3 hours laboratory including field work and research projects. Prerequisite: Biology 112 and 116, or equivalent. (special fee)

317 Laboratory Management Seminar (3)

General introduction to laboratory management for the medical laboratory technologist; emphasis on theories, methods, and techniques used in management, with specific application to the laboratory. (Restricted to MLS students.)

325 Microbiology (Lecture 3, Lab 1)

Bacterial and viral classification, structure, physiology, genetics, pathogenicity and immunology; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 122 or equivalent; Chemistry 152 or 243. (special fee) (MLS students take lecture only.)

330 Cell Biology (Lecture 3, Lab 1)

Biological processes in procaryotic and eucaryotic cells, with emphasis on the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 122 or equivalent; Chemistry 152 or 243. (Special fee) (MLS students take lecture only; advisor approval required.)

334 Human Physiology (Lecture 3, Lab 1)

Comprehensive study of the functioning of the major organ systems of the human. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 220 or 225 or 230, 330; Chemistry 243. (special fee)

335 Comparative Physiology (Lecture 3, Lab 1)

Comparative study of homeostatic mechanisms in animals with special emphasis on vertebrates. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 225; Chemistry 243. (special fee)

336 Neuroscience (4) for PHT majors

This course studies the structural and functional aspects of the central, peripheral, and autonomic nervous systems. Emphasis will be placed on the central nervous system from the cellular level to the sensory

motor systems, serving a foundation for practical clinical problem solving. Prerequisite: BIO 347 (special fee) (Restricted to PHT majors).

340 Aquatic Botany (Lecture 3, Lab 1)

An examination of pelagic marine and shelf metaphyta, brackish estuary, and freshwater plants, with emphasis on the life cycle, identification and structure of algae. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 112. (special fee)

341 Genetics (Lecture 3, Lab 1)

Principles of heredity, from classical breeding experiments to current molecular and recombinant DNA techniques; emphasis on inheritance in virus, bacteria, *Drosophila* and humans. 3 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 122 or equivalent; Biology 253 or 325; Chemistry 152 or 243 or permission of instructor. (special fee) (MLS students take lecture only.)

345 Neuroscience (3) for OTR majors

This course examines structural and functional aspects of the central, peripheral, and autonomic nervous systems. Emphasis is placed on the central nervous system from the cellular level to sensory-motor systems, providing a foundation for practical clinical problem solving. (Restricted to OTR majors.)

346 Parasitology (Lecture 3, Lab 1)

Morphology, taxonomy, identification, life history, host-parasite relationship, and control of protozoan, helminth, and arthropod parasites. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 122 or equivalent. (special fee) (MLS students take lecture only.)

347 Gross Anatomy (4) for PHT majors

Study designed to expose the student to the macroscopic aspects of human morphology. Cadaver lab will be correlated with surface anatomy, and other clinical information. Lecture and lab. (special fee) (Restricted to PHT majors.)

348 Human Anatomy (3) for OTR majors

This course emphasizes aspects of structure and function of the musculoskeletal and selected organ systems that are important in the practice of occupational therapy. (Restricted to OTR majors.)

349 Biomechanics for Physical Therapists (2)

The physiological responses and adaptation of body systems to exercise stress are studied in conjunction with the functional anatomy and kinetic and kinematic analysis of movement. Covers analysis of manual gait as related to the physical therapist. Prerequisite: BIO 347 (special fee) (Restricted to PHT majors.)

- 352 Biochemistry (4)**
Molecular structure in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. Same as Chemistry 352.
- 360 Dynamics of Restoration Ecology (3)**
The efficient utilization and development of resources for preserving and restoring the delicate homeodynamics of aquatic, soil, plant, forest, and wildlife habitats. Prerequisite: BIO 260.
- 400 Marine Physiology (2)**
A study of the effects of exposure to increased pressure and other factors on the functioning of the various organ-systems. Prerequisites: Biology 225 or 230 or 240.
- 401/501 Biostatistics (3)**
Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to Biological and Biomedical health issues. Prerequisite: Algebra. Same as BIO 501/BMS 501.
- 410 Pathophysiology (3) for PHT majors**
A medical physiology course with emphasis on alterations in biological processes that affect homeostasis in the human body. Includes the dynamic aspects of disease, mechanisms involved, signs, and symptoms. Physical and laboratory findings are emphasized. (Restricted to PHT majors.)
- 420 Marine Field Study (15-30)**
An opportunity for the student to work in the marine field for both individual and group projects. Prerequisite: 16 s.h. Biology course work. (Cost variable.) (Dean's permission required.)
- 427, 428 Biochemistry I, II (3), (3)**
Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS-PDY 427, 428.
- 435 Fisheries Biology (Lecture 3, Lab 1)**
Ecology, dispersal and modes of life of fishes; adaptations by larvae and adults to their environment; economic aspects of fisheries. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: Biology 116. (special fee)
- 440 Evolution (3)**
Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: Biology 112 and 116 or equivalent; BIO 220 or 225 or 230.
- 445 Microtechnique (4)**
Principles and theories of fixation and staining processes. Methods of preparing animal tissues. Laboratory and restoration, 8 hours weekly. Prerequisite: BIO 122. (special fee)
- 450 Histology (Lecture 3, Lab 1)**
Microscopic study of animal tissues, with the relationship between structure and function stressed. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 122; Biology 220 or 225 or 230; Chemistry 152 or 243 or permission of instructor. (special fee)
- 451 Embryology (Lecture 3, Lab 1)**
Vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers, and organ systems. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 122 or equivalent, Biology 220 or 225 or 230. (special fee)
- 452 Quantitative Applications in Biology (3)**
A laboratory oriented course designed to introduce the student to the integration, storage and retrieval of biological information to which the student has already been exposed in previous courses. (\$50 fee) Prerequisites: 25 s.h.; computer course or equivalent. (Restricted to MLS students)
- 454 Virology (3)**
A broad investigation of viruses. Topics of discussion include the physical and chemical nature of viruses, methods of cultivation and assay, modes of replication, characteristics of major viral groups, and the mechanisms of viral disease. Emphasis on viral genetics and culture mechanisms. Prerequisites: Biology 122, Biology 253; Chemistry 111, 112.
- 455 Immunology (3)**
Major topics considered in this course are antibody formation, antigen-antibody interactions, biological effects of immunologic reactions, immunological specificity of normal diseased cells and tissues. Same as BIO-BMS 455/555. (Restricted to MLS students)
- 460 Restoration Models: Everglades (3)**
Recognizing the multitude of problems that years of abuse have created in ecosystems, and the various proposed solutions that are necessary for the effective restoration of ecosystems using the Everglades as a model. Prerequisite: BIO 260 or BIO 312.
- 465 Ecological Field Study (10-15)**
An opportunity for students to work in the field of ecological science on individual or group projects. Prerequisite: 11 s.h. of biology course work including BIO 260 or BIO 312. (Cost variable.) (Dean's permission required.)

471 Biotechnology Internship (9-12)

An opportunity to learn experimental techniques by working in a company laboratory or a professional industrial environment. CR/NCR. Prerequisites: Biology 454, senior status (90+ semester hours).

475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology.

476/576 Teaching of Biology in the Secondary School (3)

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, methods of teaching. Prerequisite: School approval and candidacy in the School of Education.

480-485-490 Medical Technology (30)

Twelve- to fifteen-month period of academic and clinical training in a school of medical technology approved by a national allied health accrediting agency. (Histotechnology students are required to take BIO 480 only, 10 sh.)

481-486-491 Cytotechnology (30)

Twelve-month period of academic and clinical training in a school of cytotechnology approved by a national allied health accrediting agency.

482-487-492 Nuclear Medicine Technology (30)

Twelve-month period of academic and clinical training in a school of nuclear medicine technology approved by a national allied health accrediting agency.

483-488-493 Diagnostic Medical Ultrasound Technology (30)

Twelve-month period of academic and clinical training in a school of diagnostic medical ultrasound technology approved by a national allied health accrediting agency.

259, 459 Independent Study (3) (3)

Opportunity for extensive study in areas of special interest to the student. Prerequisite: Dean's approval.

295, 395, 495 Research

(Semester hours will be arranged)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research; under direction of one selected faculty member. (special fee). MARC scholars follow a special research program. (special fee). PHT majors complete 6 semester hours in the prerequisite year in preparation for a master's thesis proposal. Must be taken sequentially by PT students.

B.S. IN BIOLOGY/M.L.S. (Track I) AND B.S. IN BIOLOGY/HISTOTECHNOLOGY (Track II) EVENING PROGRAMS

Alicia A. Zuniga, Ph.D., H.T.L., Director

The purpose of the B.S. in Biology evening programs is to provide adult working students who are unable to attend class in a traditional manner, a baccalaureate degree in Biology with a minor in Medical Laboratory Sciences (Track I) or a B.S. in Biology with a Histotechnology specialization (Track II).

The accelerated tracks are designed for the student to complete the degree requirements in a minimum of two years. By enrolling in four ten-week semesters each year, the student can achieve 30 semester hours in biology upon completion of the program. The student may also earn 24-30 semester hours through the School of Adult and Continuing Education to fulfill the distribution requirements and electives which satisfy the 48 semester hours in upper level courses. These programs make it possible for the adult working student to take one or two courses each semester as time allows.

ACCREDITATION

The B.S. in Biology is fully accredited by the Southern Association of Colleges and Universities. The B.S. in Biology/Histotechnology Track has applied for accreditation to the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

BIOLOGY MAJOR (for the Medical Laboratory Technician) Track I (B.S.)

Barry's undergraduate Biology program prepares Medical Laboratory Technicians (M.L.T.'s) for a B.S. Degree in Biology with a minor in Medical Laboratory Science (MLS). Students are able to transfer 64 semester hours from an accredited community college M.L.T. program and up to an additional maximum of 26 upper-level semester hours from an accredited university. The student then will progress up the career ladder towards a B.S. degree through evening classes at off-campus sites.

ADMISSION REQUIREMENTS

- Students seeking admission to the program must:
- complete an admission application;
 - complete an associate's degree in Medical Laboratory Technology (MLT) from an accredited college;
 - attain an overall cumulative GPA of 2.5 (on a 4.0 scale) in an AA program;
 - provide official transcript(s) from college(s) and/or university(ies) attended; and

- submit two satisfactory professional letters of recommendation from faculty or supervisors.

Licensed MLT's with a minor in another field are eligible for admission upon approval of the director of the program.

CURRICULUM

The Biology major lecture courses are 3 semester hours each. Students are required to meet the following requirements:

BIO 317	Laboratory Management Seminar
BIO 325	Microbiology
BIO 330	Cell Biology
BIO 341	Genetics
BIO 346	Parasitology
BIO 452	Quantitative Applications in Biology
BIO 455	Immunology
BIO 427	Biochemistry I
BIO 428	Biochemistry II
BIO 475	Seminar*

*Not required for students holding an active Supervisor's License valid in Florida.

DEGREE REQUIREMENTS

Major:	Minimum 30 credit hours in upper level biology courses
Minor:	20 credit hours (MLT/MLS courses from a community college may be transferred.)
Math:	3 credit hours (MAT 107 and above may be transferred)
Chemistry:	Minimum of 4 credit hours, exclusive of MLT Clinical Chemistry. CHE 111 and CHE 112 with labs or their equivalent, must be transferred.
Distribution Requirements:	45 credit hours (Out of the 45 s.h., students with A.A. degrees will transfer 6 s.h. in CHE and 3 s.h. in MAT as part of their prerequisites.)

Any remaining courses needed to fulfill the degree requirements (refer to catalog for course descriptions and requirements) can be taken concurrently through Barry University's School of Adult and Continuing Education (ACE) at the off-campus sites of Barry University.

OFF-CAMPUS SITES

Barry's evening outreach program offers classes in South Dade, Broward, West Palm Beach, Tampa Bay and the Treasure Coast Sites. Classes meet one day a week from 6-10 p.m.

BIOLOGY MAJOR/HISTOTECHNOLOGY (Track II) (B.S.)

The B.S. in Biology/Histotechnology Track is designed to prepare associate degreed students as histotechnologists. The track enables the adult learner to prepare tissue specimens of human and animal origin for diagnostic, research or teaching purposes. Tissue sections prepared by the histotechnologist will provide reliable data to the pathologist to detect and diagnose body dysfunction and malignancy. The histotechnologist performs special stains, fluorescent antibodies, on-situ hybridizations, cytological procedures, immunohistochemistry and/or electron microscopy and aid the pathologist in making a diagnosis.

ADMISSION REQUIREMENTS

Students seeking admission to the program must:

- complete an admission application;
- complete an associate's degree (MLT, Chemistry or Biology)
- attain an overall cumulative GPA of 2.5 (on a 4.0 scale) in an A.A. program; and
- provide official transcript(s) from college(s) and/or university(ies) attended; and submit two satisfactory professional letters of recommendation from faculty or supervisors.

Licensed H.T. or H.T.L's with a minor in another field are eligible for admission upon approval of the director of the program.

CURRICULUM

The curriculum consists of lectures, laboratories and clinical rotation at the affiliate sites. Rotations (BIO 480) vary and are different from the classroom evening schedule. Students are required to meet the following requirements:

BIO 317	Laboratory Management Seminar (3 c.h.)
BIO 325	Microbiology (3 c.h.)
BIO 330	Cell Biology (3 c.h.)
BIO 341	Genetics (3 c.h.)
BIO 346	Parasitology (3 c.h.)
BIO 427	Biochemistry I (3 c.h.) (R)
BIO 428	Biochemistry II (3 c.h.) (R)
BIO 445/445L	Microtechnique (4 c.h.)
BIO 450/450L	Histology (4 c.h.)
BIO 455	Immunology (3 c.h.)
BIO 480*	Medical Technology (Credit hours will be arranged.)

*Clinical Rotation: execution of chosen experimental work under direction of selected faculty member. (10 c.h.) Not required for students holding an active supervisor's license valid in Florida.

R = Recommended

PREREQUISITES

The following courses may be transferred by students holding an A.A. degree from an accredited community college:

- Biology (4 c.h.)
- BIO 122, BIO 220 or 225 or 230 or 240
- Chemistry (4 c.h. as a minimum)
- CHE 111 and CHE 112 with Labs or CHE 142 or CHE 152 with Lab or CHE 243
- Math (3 c.h.)
- MAT 107 and above.

DEGREE REQUIREMENTS

- Major:** Minimum 42 credit hours in upper-level biology courses
- Minor:** 20 credit hours (MLT, CHE, BIO) (Recommended but not required.)
- Math:** 3 credit hours MAT 107 and above
- Chemistry:** Minimum 4 credit hours exclusive of MLT Clinical Chemistry. Recommended CHE 111 and CHE 112 with Labs or CHE 142, CHE 152 or CHE 243.
- Distribution Requirements:** 45 credit hours (Out of the 45 c.h., students with AA degrees will need 6 c.h. in Physical or Natural Sciences and 3 c.h. in MAT as part of their prerequisites.)

SITES

BIO 450 Histology with Lab and BIO 445 Microtechnique with Lab are taught in the School of Natural and Health Sciences at the main campus, Barry University. Clinical rotations will be offered at Clinical Affiliate Sites. The remaining major courses will be offered at off-campus sites in Dade and Broward.

Any remaining courses needed to fulfill the degree requirements (refer to catalog for course descriptions and requirements) can be taken concurrently through Barry University's School of Adult and Continuing Education (ACE) at the off-campus sites of Barry University.

PROGRAM COMPLETION REQUIREMENTS

Upon successful completion of the program, Track I and/or Track II, the student will meet the requirements for certification by the ASCP, or NCA, or AMT and for licensure by the Florida Board of Clinical Laboratory Personnel at the supervisory level. Certification agencies and the Board may change the qualifying requirements. It is the student's responsibility to meet these requirements. Barry University is not respon-

sible for such requirements. MT(ASCP) certification requires 16 hours of chemistry; AHCA certification requires 8 hours of chemistry. HTL (ASCP) requires a baccalaureate degree and successful completion of a NAACLS accredited histotechnology program.

OCCUPATIONAL THERAPY, (B.S.)

Douglas M. Mitchell, M.S., O.T.R., Director

Occupational therapy has been identified as one of the top post-year 2000 careers by the Collegiate Employment Research Institute. Occupational therapists believe that engagement in self-care, work and play gives meaning to each individual's life. When people experience disruptions in their ability to perform chosen or required roles because of illness, injury, emotional or developmental problems, occupational therapy may enable them to restore productivity and a sense of well-being. Occupational therapists practice in various settings including hospitals, schools, community service agencies, private clinics, and homes.

Barry University is one of only five accredited programs in the U.S. in which classes are scheduled on weekends, so that students may remain employed while they pursue a Bachelor of Science degree in Occupational Therapy. The Occupational Therapy program was founded in 1989, to provide professional education for Certified Occupational Therapy Assistants. A limited number of candidates who have degrees in other human services fields, or substantial work experience with persons with disabilities, are also accepted when space is available.

Occupational Therapy students are admitted once each year, in the fall. They attend classes on campus on alternating Saturdays and Sundays during the fall and spring semesters and complete six months of full-time fieldwork in health care facilities during one or two summers. Most students graduate within three years. Many occupational therapy students relocate temporarily or permanently to South Florida, with its subtropical climate and excellent employment opportunities for health professionals. Other students make reliable travel arrangements and commute from places as far away as Texas and Pennsylvania.

ADMISSION REQUIREMENTS

You are eligible to apply for admission to the Occupational Therapy program if you are a certified Occupational Therapy Assistant (COTA) with a cumulative grade point average of 2.80 or higher and have completed the following prerequisite courses with a grade of C or better:

- 3 Credits College Mathematics
- 6 Credits Written Communication

- 3 Credits Oral Communication
- 3 Credits Anatomy or Physiology*
- 3 Credits Sociology/Anthropology
- 3 Credits Human Development*
- 3 Credits Abnormal Psychology*

*OTA courses may fulfill this requirement

If you are not a COTA, you still may be eligible if space permits. You must meet the grade point and prerequisite requirements and have either of the following:

- a two- or four-year degree in a related human service field and at least 180 hours of volunteer experience in occupational therapy.
- at least 45 transferrable college credits and two or more years full-time work experience in human services as well as 180 hours of volunteer experience in occupational therapy.

APPLICATION PROCESS

Persons interested in the Occupational Therapy program should request a School of Natural and Health Sciences Allied Health Program general application for admission form and the Occupational Therapy program application packet, in writing or by telephone, from the Barry University Office of Admissions.

Completed applications for persons who wish to be considered for admission in the fall must be received by the Office of Admissions by April 1. Complete applications include the following:

- Official transcripts which include all grades from your COTA degree program, or (if you are not a COTA) all prerequisite courses.
- A recommendation from an occupational therapist (written or typed on the Barry University Occupational Therapy Program Recommendation Form).
- Two recommendations from employers or teachers (written or typed on the Barry University Occupational Therapy Program Recommendation Form).
- An essay written or typed on the Barry University Occupational Therapy Program Statement of Purpose Form.
- If you are not a COTA: Documentation of 180 hours of volunteer experience on the Barry University Occupational Therapy Program Volunteer Experience Form.
- A non-refundable \$30.00 application fee.

REVIEW AND SELECTION PROCESS

Submission of a complete application by the deadline date does not guarantee admission to the occupational therapy program. The Admissions Committee reviews applications and selects the most qualified candidates, based on whether they are COTAs, their

GPA, and quality of references and written essays. These semi-final candidates may be scheduled for on-site visits during the second and third weeks of April. During the visit, candidates are interviewed by the Committee and complete a brief writing sample. Interviews and writing samples are scored and contribute to admission decisions.

The Office of Admissions notifies all applicants about their status (accepted, alternate or denied admission to the Occupational Therapy program) in April. In order to hold their position in the new class, students who are accepted must submit a non-refundable fee of \$250.00, which is applied to the first semester's tuition.

THE OCCUPATIONAL THERAPY CURRICULUM

The program's curriculum is based upon a developmental perspective of human occupation. Course work begins with advanced study of the human body, and of the critical and ethical thinking skills related to professional practice. Students who are not COTAs complete an additional six credits of lecture and practicum in the first summer, which introduces them to the theoretical bases, terminology, and fundamental clinical skills of occupational therapy.

In Year 2, all students learned advanced clinical skills for working with children and adolescents. In Year 3, the focus is on practice with adults and aged persons. Full-time fieldwork with pediatric and adult populations is assigned when related classes have been completed.

YEAR 1

Fall:		credit hours
BIO	348 Human Anatomy for OT	3
BIO	247 Kinesiology	3
PHI	120 Critical Thinking	3

Spring:

BIO	345 Neuroscience for OTR majors	3
PHI	353 Biomedical Ethics	3
	a. Ethical Foundations	
	g. Health Care Delivery	
	j. Clinical Setting and Interaction	
OTR	325 Medical Science and OT	3

Summer:

OTR 260	Intro to OT Practice (Non-COTAs, only)	3
OTR 261	Intro to OT: Practicum (Non-COTAs, only)	3

YEAR 2

Fall

OTR 310	Overview of OT Practice	3
OTR 315	Childhood and OT Practice	6

Spring:		
OTR 312	Group Work in OT	3
OTR 320	Adolescence and OT Practice	6
*Summer:		
OTR 330	Level II Fieldwork in OT	6
YEAR 3		
Fall:		
OTR 400	Adulthood and OT Practice	6
OTR 405	Advanced Treatment Technique in OT	3
Spring:		
OTR 410	Maturity and OT Practice	6
OTR 415	Synopsis of OT Practice	3
Summer:		
OTR 420	Level II Fieldwork in OT	6

*Depending upon their level of experience and skills, students may be advised to complete both Level II Fieldwork placements at the end of the program.

PROGRAM REQUIREMENTS

Since the outcome of the Occupational Therapy Program is life work as a human-services professional, students are expected to comply with the standards of the discipline and the policies of the university and the program. New students receive an information booklet which orients them to expectations, upon admission.

Barry University requires a minimum of 120 credits for the bachelor's degree. Occupational Therapy students enter the program with at least 45 transferred credits and complete 66-72 hours of required course work. All students must also meet the Barry University distribution requirements (listed in the Undergraduate Catalog), in order to graduate. Occupational therapy prerequisite and major courses fill many of these requirements, but students are responsible for completing remaining requirements by transferring credit during the admission process or by taking elective classes in the weekday or evening programs at Barry:

Theology	3 credits
Humanities and the Arts (Literature, Language, Fine Arts:OTA courses in Human Occupations or Media may fill the Fine Arts requirement)	9 credits
Social Science (History, Political Science, Geography, Economics)	3 credits

Students with previous bachelor's degrees are given credit for all distribution requirements except theology.

Required courses in the occupational therapy curriculum are offered once each year and must be taken in sequence. All academic and fieldwork must be completed within five years. In order to continue in the

program, students must pass each course and fieldwork placement with a grade of C or better.

Classes are normally scheduled on alternate weekends, but back-to-back weekend scheduling is sometimes necessary. Non-COTA students may be required to schedule field visits on weekdays during summer practicum. Most university business can be conducted on weekends and/or by mail, but students may need to be available on an occasional weekday, to attend to business or fulfill class requirements. Travel to off-campus sites is required of occupational therapy students, and students are responsible for arranging their own transportation.

Level II Fieldwork is the culmination of the professional program. Fieldwork placements throughout Florida and the U.S. are arranged by the Occupational Therapy Fieldwork Coordinator, in collaboration with the student. Placements are selected to build upon the experience that students bring into the program, and to ensure that students are prepared to practice successfully at the entry level, in a variety of health-care environments.

The Barry University Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of Barry's program apply to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of this exam, the individual is an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Course Descriptions— Occupational Therapy Prefix: OTR

260 Introduction to Occupational Therapy Practice (3)

Introduction to the theoretical bases, terminology, and fundamental clinical skills of occupational therapy practice.

261 Introduction to Occupational Therapy: Practicum (3)

A practicum to apply the introductory concepts of occupational therapy in working with people who have disabilities or special needs.

300 Special Topics in Occupational Therapy (3)

An elective with the content to be determined each semester by the Program.

310 Overview of Occupational Therapy Practice (3)

Advanced study of the scope of practice and theoretical bases of occupational therapy; performance, analysis, and adaptation of human occupations.

312 Group Work in Occupational Therapy (3)

Study of occupational therapy theory related to interaction in groups; application in an extended care facility.

315 Childhood and Occupational Therapy Practice (6)

Review of the developmental stages and life activities of childhood; study of the impact of conditions/pathology on occupational performance; and study of appropriate assessment and intervention strategies.

320 Adolescence and Occupational Therapy Practice (6)

Review of the developmental stages and life activities of adolescence; study of the impact of conditions/pathology on occupational performance; and study of appropriate assessment and intervention strategies.

325 Medical Science and Occupational Therapy (3)

Study of physical and psychiatric conditions which significantly affect occupational performance, including the etiology, prognosis, pathology, medical management and impact on the individual and family.

330 Level II Fieldwork in Occupational Therapy (6)

Supervised full time internship in various approved facilities and agencies, with children and adolescents.

400 Adulthood and Occupational Therapy Practice (6)

Review of the developmental stages and life activities of adults; study of the impact of conditions/pathology on occupational performance; and study of appropriate assessment and intervention strategies.

405 Advanced Treatment Techniques in Occupational Therapy (3)

Discussion of intervention techniques and specialty programs in occupational therapy which require advanced training.

410 Maturity and Occupational Therapy Practice (6)

Review of the developmental stages and life activities of elderly adults; study of the impact of conditions/pathology on occupational performance; and study of appropriate assessment and intervention strategies.

415 Synopsis of Occupational Therapy Practice (3)

Study of administrative functions in occupational therapy practice; preparation for the certification examination, licensure, and the job search; integration of professional knowledge and skills.

420 Level II Fieldwork in Occupational Therapy (6)

Supervised full time internship in various approved facilities and agencies, with adults and the aging.

CARDIOVASCULAR PERFUSION, B.S.

Jason Freed, M.S., C.C.P., Director

The profession of cardiovascular perfusion is one of the newest and most challenging in health care. Perfusionists apply their knowledge of the cardio-pulmonary system and complex technology to the task of maintaining life during cardiac surgery. This involves the preparation and operation of the heart-lung machine and other equipment used to replace the normal functions of the heart and lungs during surgery. Perfusionists are clinically active in a number of areas including pulmonary intervention, neurosurgery, cancer surgery, organ and limb preservation, vascular repair, hypothermia, blood salvage and recovery, transplantation, and artificial heart assist devices. Their primary role, however, remains in cardiovascular surgery.

Perfusion has grown from the era of on-the-job trained technicians to technologists of a recognized and respected allied health profession demanding highly skilled specialists, educated and certified in the art and science of extracorporeal technology.

Barry University has designed this program for the allied health care professional. The curriculum will take twenty-one months to complete. The didactic session will last two semesters. Classes are scheduled during the daytime. The clinical session will last twelve months. Clinical practicums are full time, during the day, Monday through Friday and the student may need to be available nights, weekends, and holidays depending on the surgical scheduling. Clinical experience will consist of adult and pediatric rotations obtained at various affiliated hospitals. Clinical relocation may be necessary. Students must live and be within thirty minutes of the hospital when on-call.

ADMISSION REQUIREMENTS

Entrance into the program occurs only once per year in the fall. A completed application and a \$30.00 non-refundable application fee must be submitted no later than two months prior to the scheduled class start dates.

Applicants are required to submit three reference letters from individuals who have known the applicant in a working or educational situation. If possible, one reference should be from a perfusionist. Applicants are required to submit a letter documenting the observation of at least one cardiac surgical procedure requiring cardiopulmonary bypass. A personal interview will be required before acceptance into the program. Official transcript(s) must be sent to Barry University from all post-secondary academic programs and must also document the satisfactory completion of all minimum required prerequisite courses.

Applicants must have received a minimum grade of C in all college level prerequisite courses listed below, and an overall GPA of 2.50. (Grading is based on a 4.00 scale.) All prerequisite courses are semester hours or equivalent.

English*	6 s.h.
Speech*	3 s.h.
Algebra	3 s.h.
Physics (with lab)	4 s.h.
General Chemistry (with lab)	8 s.h.
Human Anatomy & Physiology	8 s.h.
Introduction to Biochemistry, or Cell Biology	3 s.h.
Social & Behavioral Sciences*	9 s.h.
Humanities & Arts*	9 s.h.
Computer Science	3 s.h.
Theology or Philosophy	3 s.h.

* Not required if applicant has completed a baccalaureate degree.

PROGRAM REQUIREMENTS

Upon acceptance into the program, a non-refundable \$250.00 deposit is required to hold the applicant's position in the class for which he/she is accepted. The position deposit will be applied toward tuition expenses. The balance of the tuition payment is due on or before matriculation. Students must:

1. satisfactorily complete all program course work;
2. maintain a minimum C average for all courses;
3. perform a minimum of 75 satisfactory adult clinical bypass procedures and perform or observe a minimum of 10 pediatric clinical bypass procedures;
4. maintain a student membership in the American Society of Extra-Corporeal Technology (AmSECT); and
5. satisfactorily complete a final written and oral examination.

Before applying, an individual should assess his/her capacity and suitability for being a student and pursuing a career as an independent health practitioner. **The program is an extremely intense 21 month program that requires personal and financial sac-**

rifices and demands a high degree of integrity, self-sufficiency, motivation, discipline and highly developed study skills. Proof of medical insurance must be presented prior to matriculation. Proof of current immunizations, to include Measles, Mumps, Tetanus, Polio, and Hepatitis B, must be presented before the student will be allowed to progress to clinical status. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. This may include providing and maintaining additional housing and living expenses during the clinical session should they be required to relocate.

REQUIRED COURSES

First Year

Fall Semester

Description	Credits
Basic Surgery & Monitoring	2
Perfusion Technology I	3
Perfusion Devices & Lab I	1
Cardiac Anatomy & Physiology	3
Physiologic Management of Bypass	2
Biomedical Ethics	3
Elective Course	3
	17

Spring Semester

Cardiovascular Pathology	3
Cardiovascular Pharmacology	3
Perfusion Technology II	3
Perfusion Devices and Lab II	1
Cardiology	2
Research Methodology	1
Theology	3
	16

Summer Semester

Clinical Practicum I	12
----------------------	----

Second Year

Fall Semester

Clinical Practicum II	12
-----------------------	----

Spring Semester

Clinical Practicum III	12
------------------------	----

Total Required for Graduation	69
--------------------------------------	-----------

The Cardiovascular Perfusion program will have one class annually and enrollment is limited to 17 students per class. The program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Upon successful completion of all program requirements, each graduate will be eligible to enter the perfusion certification process with the American Board of Cardiovascular Perfusion (ABCP).

ACADEMIC DISMISSAL AND PROBATION

Each didactic course must be passed with, at least, the minimally acceptable grade of C or higher as well as satisfactorily completing all of the required course components. Students will not be able to enroll in Clinical Practicum I until all didactic courses have been successfully completed. Students failing a didactic course twice will be dismissed from the program.

The minimal passing grade for each clinical practicum is Clinical Practicum I - "70" (C) or higher; Clinical II - "75" (C) or higher, and Clinical Practicum III - "80" (B) or higher. Should a student fail to meet a grade of "70" (C) or higher during Clinical Practicum I because of unacceptable clinical performance, that student will be placed on clinical probation. While on clinical probation, that student will be allowed to advance to Clinical Practicum II. At the midterm of Clinical Practicum II that student must have a passing grade of "75" or higher or will be dismissed from the program. Failure to receive the minimal passing grade for Clinical Practica II or III will result in dismissal from the program.

Course Descriptions— Cardiovascular Perfusion Prefix: CVP

310 Cardiac Anatomy and Physiology (3)

Structure and mechanisms by which the cardiovascular system functions in relationship to other organ systems. Prerequisite: Program admission.

340 Basic Surgery and Monitoring (2)

Exposure of sterile and aseptic techniques, interrelationships among personnel and surgical techniques within the operating room relating to perfusion. Prerequisite: Permission of Program Director.

350 Perfusion Technology I (3)

Introduction to the various components that comprise the software and hardware of the perfusion circuit and techniques in their utilization. Prerequisite: Permission of Program Director.

360 Perfusion Devices and Lab I (1)

Extensive hands-on experience in the perfusion wet-lab. Students learn and demonstrate proper circuit assembly with knowledge of the mechanics. Prerequisite: Permission of Program Director.

400 Cardiovascular Pharmacology (3)

Study of the various pharmacological interventions utilized for cardiovascular patients. Prerequisites: CVP 310, 340, and 350.

410 Research Methodology (1)

Applications of how to interpret, write, and present scientific data pertinent to perfusion science. Prerequisites: CVP 350 and 360.

420 Cardiology (2)

Study of normal and abnormal EKG's, echocardiography, electrophysiology treatments, cardiac catheterization, and related procedures. Prerequisites: CVP 310 and 340.

430 Physiological Management of Bypass (2)

Understanding physiological changes occurring during bypass with safety plan.

440 Cardiovascular Pathology (3)

Understanding of pathological conditions that exist in all organ systems, with special emphasis on the cardiovascular system. Prerequisite: CVP 310.

450 Perfusion Technology II (3)

Emphasis on the numerous long-term support technologies that are utilized separately or in conjunction with the heart-lung machine. Prerequisite: CVP 350.

460 Perfusion Devices and Lab II (1)

Emphasis on set-up and priming of different pump systems utilizing centrifugal pumps and perfusion techniques. Prerequisite: CVP 360.

470 Clinical Practicum I (12)

An introduction to clinical experience with the students' first major exposure to the operating room environment. (approximately 600 clinical hours) Prerequisites: CVP 400, 410, 420, 440, 450, 460.

475 Clinical Practicum II (12)

Essentials of clinical perfusion with emphasis on cardiopulmonary bypass case management. (approximately 600 clinical hours) Prerequisite: CVP 470.

480 Clinical Practicum III (12)

Operation of complex perfusion related devices and students' participation in emergency procedures. (approximately 600 clinical hours) Prerequisite: CVP 475.

POST-BACCALAUREATE/ MASTER OF BIOMEDICAL SCIENCE COMBINATION PROGRAM

Ralph Laudan, Ph.D., Associate Dean

POST-BACCALAUREATE PROGRAM

The two year Post-Baccalaureate/Master's Combination Program is designed for students of high potential, seeking a career change by pursuing pre-med and subsequent medical studies.

This program encourages students with a bachelor's degree to strengthen their undergraduate and/or graduate credentials for application to U.S. medical schools. Candidates will have the opportunity to pursue a coordinated program of required undergraduate science courses in the various disciplines.

ADMISSION REQUIREMENTS

Admission to the post-baccalaureate program is based upon several criteria:

- a bachelor's degree from an accredited college or university, with a minimum grade point average of 2.50;
- official transcripts from all undergraduate institutions attended;
- receipt of official MCAT scores now or at the time of application to the Master of Biomedical Science Program;
- a typed personal statement describing your future goals; and
- three letters of recommendation: Two letters from undergraduate science faculty members, and one from an advisor or current employers.

CURRICULUM

- 8 Cr. Math (Precalculus)
- 8 Cr. General Chemistry with Lab
- 8 Cr. Physics with Lab
- 8 Cr. Organic Chemistry with Lab
- 8 Cr. Anatomy & Physiology with Lab
- 4 Cr. Zoology with Lab
- Starred courses are required by most medical schools.

MASTER'S PROGRAM

Upon completion of all post-baccalaureate program requirements, a candidate's credentials will be considered for admission to the Master of Biomedical Science Program. The file must be appended to include an application for graduate admission, post-baccalaureate course transcripts (GPA of 3.0 or better) and satisfactory scores on the MCAT. (See Master of Science in Biomedical Sciences Program.)

Financial support may be available for this program.

Since 1984, the School of Natural and Health Sciences at Barry University has conducted a special one year program leading to the M.S. in Biomedical Sciences (MBS). While completion of the program does not guarantee acceptance to medical school, more than 81% of the program's candidates have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine throughout the United States, including the Barry University School of Podiatric Medicine.

Students that are accepted into the master's degree program after completing the Post-Baccalaureate Program, may take the following courses with the first year podiatric medical students: Biochemistry, Physiology, Histology, Neuroanatomy and the Gross Anatomy lecture section. (Gross Anatomy labs are separate for the MBS students.)

Completion of 36 graduate credits with a minimum grade point average of B (3.00), with no more than 8 semester hours of C work, must be maintained. Courses with D or F grades must be repeated and replaced with grades of B or better. In addition, each student must pass a written comprehensive qualifying examination before a candidate can be awarded the M.S. degree.

Students should also be aware that the course load required for completion of the master's degree in one year is twice that of the standard course load in our traditional graduate programs.

A student who has had precalculus could complete this post-baccalaureate program in one year (including summer sessions) and apply to the Master's program in Biomedical Sciences for the second year.

SCHOOL OF NURSING

Judith A. Balcerski, R.N., Ph.D., Dean
Victoria L. Schoolcraft, R.N., Ph.D., Associate Dean

Faculty: Bagnardi, Carr, Charron, Colin, Colvin, Davis, Fairchild, Gottlieb, Hacker, Hatker, Hopkins, Lamet, Little, Papes, Parns, Perkel, Pinto, Rostock, Schantz, Smith, Washington.

Philosophy

This philosophy describes the beliefs of the faculty of the Barry University School of Nursing about person, environment, health, illness, professional nursing, and professional nursing education. The philosophy evolves from the university mission and inspires the purpose of the School of Nursing.

The faculty believes that humans are unique beings who have intrinsic value endowed in them by the Creator. Humans manifest a mind-body-spirit unity. This unity is expressed in multidimensional unfoldings which encourage creativity, harmony, and health. The essence of this human unity is dynamically situated in the individual's context, culture, environment, and changing contingencies. We respect the diversity, multiple realities, and individual choices of all persons. Within the context of caring we place value on the quality of life for human beings.

Environment is made up of the natural and constructed settings within which all beings exist and interact. The faculty believes that environment is the context in which nursing occurs. Professional nursing carries with it a commitment to care for the environment as well as to provide care within the environment.

The faculty believes that health is the patterning of the mind-body-spirit unity according to each individual's interpretation. The experience of illness is an alteration in patterning of the mind-body-spirit unity. Health and illness are not considered dichotomous experiences; both are human experiences often occurring simultaneously. Understanding simultaneity is critical to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner on patterns of life events such as birth, health, illness, and death, professional nursing provides diagnosis and treatment of human responses and experiences within those events. Professional nursing involves practices that are preventive, restorative, supportive, and promotive. The three major roles of professional nurses are provider of care, coordinator of care, and member of a profession differentiated at various academic levels. Evolving professional roles are acknowledged and fostered.

The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the appropriate preparation for advanced nursing practice. Doctoral nursing education prepares nurses as researchers, scholars, and visionaries. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the construction of social policies which affect health at local, national, and international levels. The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Nursing education has the responsibility to advance the knowledge base of the discipline, promote inquiry, and generate and use research and theories that are selected on the basis of their congruency with professional values and practices. Inquiry is requisite for accessing knowledge and is paramount for life long learning and professional proficiency.

The curricula of the School of Nursing are process based and flow from the conviction that the practice of professional nursing is predicated on critical thinking, analytic reasoning and the ability to critique and construct knowledge. Curriculum is dynamic based on the

belief that the situated context is ever changing. Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the mutual search for meaning and understanding in professional nursing.

The philosophy of the School of Nursing relates to the university mission through the major characteristics of quality education, religious dimension, community service and a caring environment. In addition it contains features of the liberal arts base, ethics and values development, international dimension, human dignity, the Dominican spirit of scholarship and service, and the cultivation of social responsibility and leadership.

Purpose

The purpose of the undergraduate nursing program is to offer students a baccalaureate education which will prepare them, in the milieu of a caring environment, for professional nursing practice. The program, within a basic Judeo-Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions that require beginning administrative skills without additional education, beginning skills in research, continued personal and professional growth, and graduate study in nursing. The program is approved by the Florida Board of Nursing and is accredited by the National League for Nursing.

The Barry University baccalaureate and master's nursing education programs have been granted preliminary approval by the Commission on Collegiate Nursing Education. Preliminary approval is designed to be a temporary status and provides an indication that programs have been reviewed by the Commission and have met, at least, the following general requirements:

- (1) The nursing education program is viable and appears, based upon the review of submitted materials, to be conducted in a manner that will enable eventual compliance with CCNE accreditation standards.
- (2) The institution has a history of seeking and ensuring continuing accreditation and program recognition by appropriate accrediting and regulatory agencies.
- (3) The institution has ensured the continuing viability of the nursing education program by being responsive to the concerns of accrediting and regulatory agencies.

For further information about the preliminary approval status of the program, please contact the Commission on Collegiate Nursing Education at the following address: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

At the end of the baccalaureate program in nursing, students in each option will be able to:

- (1) utilize the change process to improve health care;
- (2) utilize the communication process with clients, families, and members of the health team in providing nursing care;
- (3) utilize critical thinking in planning and delivering health care;
- (4) utilize the management process in health care delivery;
- (5) utilize the nursing process with clients, including individuals, families, groups, and communities;
- (6) demonstrate professional behavior in the performance of nursing practice;
- (7) utilize the research process to improve nursing practice; and
- (8) utilize the teaching/learning process in providing nursing care and promoting health.

The baccalaureate degree in nursing may be earned in several ways, depending upon the previous education of the student. All applicants are initially admitted to the basic undergraduate program unless they are registered nurses (R.N.s). Students who are entering from high school or with some credit from other colleges or universities, including licensed practical nurses (L.P.N.s), enter the Basic Option.

Ordinarily, the Basic Option takes four years to complete. Although courses may be taken in the summer, no summer classes are required to complete the Basic Option. Exceptional students willing and able to carry heavy course loads may be able to complete the Basic Option in three years. Such a plan would require summer enrollments.

Those students in the Basic Option who have earned the required amount of credit by the end of their sophomore year and who meet other criteria, may accelerate their programs by joining the Accelerated Option for some or all of their remaining work. L.P.N.s are eligible to challenge some of the nursing courses for advanced standing.

The Accelerated Option may be chosen by students who have at least a bachelor's degree in another field, or by those who have at least a 3.0 GPA and meet other criteria as described below. RNs matriculate in an option designed for them. Each option and the pertinent eligibility criteria are described in detail below.

Admission to the School of Nursing does not guarantee progression to clinical nursing courses or graduation. The faculty of the School of Nursing reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability.

Curriculum

The undergraduate curriculum in the School of Nursing is based on eight significant processes. These processes evolve from beliefs about human beings and their environment; the American Nurses Association definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities. The eight processes which comprise the practice of nursing and upon which the undergraduate curriculum is based include: the change process, the communication process, the critical thinking process, the management process, the nursing process, the professionalization process, the research process, and the teaching/learning process.

Continuing Education Offerings

In addition to the degree programs, the School of Nursing is approved by the Florida Board of Nursing to provide non-credit continuing education offerings for registered and licensed practical nurses, and offers many opportunities for student intellectual growth and service.

Opportunities for Student Growth and Service

Among the opportunities for student activities is the **Nursing Student Association** which is a chapter of the National Student Nurses' Association. The NSA offers financial aid opportunities and provides for students to pursue activities of their choice for community service, student recognition, and student socialization. This is the pre-professional organization for nursing students. Active membership as a student is rewarded with special benefits upon joining the Florida Nurses Association after graduation.

In response to Barry University's mission to provide community service and to encourage its students to assume community leadership, the School of Nursing operates the **Barry University Primary Care Nursing Center**. The goals of this center include providing primary care and health education to children and families in selected elementary schools in Miami's economically disadvantaged areas. Interdisciplinary in nature, the center provides a means for both faculty and students to come together to be socially responsive to societal needs and health care reform.

The Center for Nursing Research is designed to promote, assist and facilitate the activities of nursing research, both within the School of Nursing and with its affiliating agencies. The goals of the center are to provide consultation, disseminate research findings, provide a forum for faculty sharing, sponsor an annual scholarly lecture for the professional community

and create an environment that perpetuates nursing scholarship.

The School of Nursing supports the **Lambda Chi Chapter of Sigma Theta Tau International**, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

The learning environment is dynamic, scholarly, and participatory. The faculty wish to foster a true sense of belongingness and involvement. Students are pre-professional individuals who bring their own talents and creativity to these opportunities for further development.

Americans With Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University School of Nursing promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term "physical impairment" includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progression to clinical courses, and graduation from the School of Nursing must be able to meet the physical and emotional requirements of the academic program. Individuals who pose a direct threat to the health or safety of others or to themselves may be denied admission, progression, or graduation. The school's determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of

the risk; and b) the probability that the potential injury will actually occur.

The faculty, having accepted that nursing is a practice discipline with cognitive, sensory, affective and psychomotor requirements, have adapted a list of "Core Performance Standards" based on a document of the Southern Council on Collegiate Education for

Nursing. It will provide an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is "qualified" to meet the requirements of the academic program. Each standard has an example of activities which a student would be required to perform while enrolled in a nursing program.

Core Performance Standards for Admission, Progression, and Graduation

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgement	Identify cause-effect relationships in critical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Give oral and written reports to other members of the health care team.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patient rooms, work spaces, and treatment areas, administer cardiopulmonary resuscitation procedures. Meet responsibilities in a timely manner.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses at a distance and close at hand. Comprehend three-dimensional relationships and spatial relationships of objects.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention.
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation	Develop a mature, sensitive and effective relationship with clients.

Bachelor of Science in Nursing (B.S.N.)

BASIC OPTION

Admission Requirements

Applicants entering from high school or with fewer than 15 college credits must meet general university admission requirements, as well as the following criteria for the Basic Nursing Option:

- (1) completion of high school or college courses in biology and chemistry (with laboratories) with a minimum grade of C in each,
- (2) completion of Algebra II or equivalent, with a minimum grade of C,
- (3) achievement of minimum total score of 970 on the SAT I or 20 on the ACT, and
- (4) achievement of a minimum of a 2.70 cumulative high school or college grade point average, with fewer than five Ws, Ds, or Fs.
- (5) Successful completion of all four sections of the Florida CLAST may be substituted for the SAT I or ACT test.

Applicants who have completed 15 or more college credits who do not have a bachelor's degree must meet general University admission requirements as well as the following criteria for the Basic Nursing Option:

- (1) achievement of a minimum of a 2.70 cumulative college grade point average, with fewer than 5 Ws, Ds, or Fs, and
- (2) successful completion of all four sections of the Florida CLAST.

LPN applicants must meet the above requirements applicable to them as well as the following:

- (1) achievement of at least an 80% average in practical nursing coursework, and
- (2) hold a current Florida L.P.N. license or proof of eligibility to sit for the NCLEX-PN.

An interview with an academic advisor may be required.

Progression to Clinical Courses

The following are the criteria for progression to the first clinical nursing course, NUR 225, which is taken in the sophomore year.

- (1) Completion of human anatomy, microbiology, and biochemistry (with labs) with at least a C in each course;
- (2) attainment of a 2.00 (C) average in courses taken in the natural and behavioral science block;
- (3) attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit;

- (4) completion of 30 credits of coursework applicable to nursing;
- (5) submission of evidence of health status acceptable for the practice of nursing and the yearly submission of a report of an examination indicating good mental and physical health; and
- (6) submission of a formal letter requesting progression.

The following are policies regarding continued progression in nursing:

- (1) Physiology (BIO 240) must be taken prior to NUR 238, Nursing Concepts II. A student who receives a D or an F in physiology may repeat physiology while enrolled in Nursing Concepts II only with permission of the nursing faculty.
- (2) Pharmacology (NUR 215) must be taken prior to or concurrently with NUR 238, Nursing Concepts II.
- (3) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to Parent/Newborn Nursing (NUR 327).
- (4) Any student withdrawing from or earning a grade lower than a C in any clinical nursing course or NUR 215 must have written permission from the Student Affairs Committee to retake the course. The individual student's academic and advisee records will be evaluated by the nursing faculty. Depending upon this evaluation, the student may be allowed to repeat the nursing course or may be refused permission to continue.
- (5) Only one lab/clinical nursing course or NUR 215 may be repeated one time and then only with the permission of the nursing faculty.
- (6) A withdrawal (W, WP, and WF) is considered the same as a grade lower than C when repeating a clinical course.

TWO-YEAR OPTION

Students in the Basic Option may accelerate their program with the Two-Year Option. In this option, the qualified student may complete all the nursing courses in two years or less. To progress into this option, the student must meet the following requirements:

- (1) earn at least a B in NUR 215, 225, 231, and 238;
- (2) earn at least a C in each liberal arts course taken with the 200 level nursing courses;
- (3) have no more than 12 liberal arts credits to complete; and
- (4) earn at least a 3.00 cumulative grade point average.

Students complete the junior courses in the Accelerated Option. If they earn at least a C in each of the

junior nursing courses and have completed all their liberal arts requirements, they may proceed to take the senior courses in the Accelerated Option. Otherwise, they complete their remaining nursing and liberal arts courses with seniors in the Basic Option.

For accurate advising, students planning to enroll in the Two-Year Option should confer with their advisors while taking the science and liberal arts requirements.

THREE-YEAR OPTION

Academically well-qualified freshmen may wish to choose a faster option through which to complete the nursing program. In order to qualify, a student must enter with at least a B average and be able to maintain that average throughout the nursing program. This option requires summer study as well as the usual academic years.

L.P.N. to B.S.N. OPTION

This program is similar to the Basic and Two-Year Options but allows the qualified L.P.N. to test out of some nursing coursework. These courses include:

NUR	215	Pharmacology	3
NUR	225	Basic Nursing Skills	3
NUR	231	Nursing Concepts I	4
DIN	271	Nutrition in Clinical Care	3
			Total 13

All other coursework remains the same as the Basic Option with the addition of NUR 203, L.P.N. Role Transition. The course sequence, part-time or full-time status, and method to earn credit for other courses will be decided between the student and his/her advisor.

ACCELERATED B.S.N. OPTION

Admission to the Accelerated B.S.N. Option requires:

- (1) either a bachelor's degree from an accredited college or university, or completion of all liberal arts;
- (2) either a G.P.A. of 2.70 for the most recent 60 credits for those with a bachelor's degree, or a GPA of 3.00 for those working on their first bachelor's degree;
- (3) at least a C in the four required sciences;
- (4) completion of all prerequisite courses, prior to entering clinical nursing courses.

An interview may be required.

Prerequisite course credit may be earned through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. All nursing courses are taken full time at Barry during three 15-week terms beginning in January and ending in December, or beginning in May and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not usually possible to work during the year of enrollment in nursing courses. Preparation should be made for financing that year. Some financial aid and loans are available and some Florida residents who already have one bachelors degree are eligible for a tuition reduction grant. The cost for tuition and fees for the nursing credits equals that for three full-time semesters. Books, uniforms, and other requirements will be additional costs.

REGISTERED NURSE (R.N. TO B.S.N.) OPTION

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Option. The program followed by the R.N. students is designed to be as flexible and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit, success in completion of CLEP, proficiency and nursing examinations, and part-time or full-time status. In most instances a minimum of two years should be anticipated for completion.

Registered nurses with bachelor's degrees in other fields, who have a GPA of 3.0 or higher, may apply directly for admission to the Masters Program in Nursing. See the graduate catalog for complete information.

Admission to the R.N. to B.S.N. Option requires:

- (1) a cumulative G.P.A. of 2.70; and
- (2) a current active license from the State of Florida, and professional liability insurance.

Alternatives to Earn Credit

Requirements of the program are met through CLEP, nursing mobility and achievement examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. To be accepted in transfer, credit must have been completed with at least a grade of C at a regionally accredited college or university. Please refer to the transfer credit policies in this catalog for complete information. The student may earn credit through the School of Adult and Continuing Education where courses are taught in a manner and in time blocks appropriate for the adult working student.

Proficiency Examinations

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. For each specified course there is a study

sheet available with course expectations. The student may obtain a study sheet from the School of Nursing and then sit for the exam. Proficiency exams are available for the following:

CHE 152	Biochemistry
BIO 220	Human Anatomy
BIO 240	Physiology
BIO 253	Microbiology
NUR 483	Health Assessment

The examinations are taken for "CREDIT/NO CREDIT" and if a student achieves an acceptable score, "CREDIT" for the course will be given. If an acceptable score is not achieved, "NO CREDIT" will be given. This "NO CREDIT" will not go on a permanent record and will not affect the grade average. It does mean that the student must enroll in, and pass, the course. Proficiency exams may not be repeated. A fee of \$20 per credit (in place of tuition) is required for credits earned by proficiency.

Nursing Mobility/Achievement Tests

R.N. students earn 32 nursing credits through examination by taking the nursing mobility exams and an achievement test. Testing is designed to evaluate previous learning and experience. It includes five content areas in four test booklets. Credit by exam is awarded for success on either NLN or ACT-PEP nursing mobility exams.

NLN Book I or ACT-PEP EXAM 554 (8 credits)
in lieu of NUR 238 Nursing Concepts II

NLN Book II or ACT-PEP EXAM 457 (12 credits)
in lieu of NUR 327 Parent/Newborn Nursing
and NUR 377 Child/Adolescent Nursing

NLN Book III or ACT-PEP EXAM 503 (6 credits)
in lieu of NUR 388 Adult/Elderly Nursing:
Mental Health

NLN Achievement Test: Complex Medical/Surgical Nursing (6 credits) in lieu of NUR 378 Adult Elderly Nursing: Biophysical Crises

Interested students should contact the School of Nursing for current information on where and when these tests are offered. R.N. students may take them in any order they choose. It is advisable to begin testing as early in the program as possible. These tests may be repeated once; after the second failed attempt, the student will be asked to enroll in the corresponding course or a tutorial for that course.

Equivalent Credit Alternatives

Qualified R.N. students may be eligible to receive some credit in place of taking related mobility tests. These alternatives include national certification in an area of clinical nursing practice. Details are available from the Associate Dean.

Sequence for Beginning Required Nursing Courses

The following criteria must be met before an R.N. student is eligible to take the first nursing course:

- completion of all four sciences, with a minimum C grade in each, or proficiency in each with "Credit;"
- completion of all non-nursing courses; and
- successful completion of nursing mobility exams and NLN Achievement Test.

R.N. Progression

R.N. students in the R.N. to B.S.N. Option must maintain at least a 2.00 GPA and must earn at least a C in each nursing course. In order to progress in the nursing courses, the student must repeat any nursing course in which less than a C was earned. The student may not enroll in other nursing courses until earning a grade of C or better in the repeated course. If a student earns a D or an F in NUR 481 or NUR 496, the student must have permission from the Student Affairs Committee to repeat the course.

Only one nursing course may be repeated.

R.N. to B.S.N. / M.S.N. OPTION

Qualified R.N. students may select the R.N. to B.S.N./M.S.N. Option. This option allows the student to complete some graduate credit which will apply to the M.S.N. awarded by Barry.

Eligibility: R.N.s who have been admitted to the R.N. to B.S.N. Option and have a cumulative GPA of at least 3.0 are eligible to request the R.N. to B.S.N./M.S.N. Option. Interested students must meet with the Associate Dean to verify their eligibility.

Entry into nursing courses: To progress to the nursing courses, R.N.s accepted for the B.S.N./M.S.N. Option must meet the same provisions as the students in the R.N. to B.S.N. Option. The student must have a B.S.N./M.S.N. plan developed with the Associate Dean and this must be in the student's file.

Progression in nursing courses: To remain eligible to continue through the B.S.N./M.S.N. Option, R.N. students must:

- (1) maintain at least a 3.00 GPA; and
- (2) earn a B or better in each nursing course (undergraduate and graduate).

In addition, before the student registers for any graduate credits, the student must apply for and be accepted provisionally for the graduate program. This includes the following activities:

- (1) submit an application for graduate admission;
- (2) achieve an acceptable score on either the Graduate Records Examination (900 or better) or on the Miller Analogies Test (40 or better);

- (3) complete the graduate nursing program English assessment test;
- (4) submit two letters of recommendation, one of which must be from a faculty member and the other must be from another nurse;
- (5) complete undergraduate courses in nursing research and statistics; and
- (6) meet with the director for the graduate specialty in which the student is interested.

See additional information under Graduate Admission Requirements.

TRANSPORTATION

Students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents, and families. Car pooling to clinical sites is acceptable except during the community health course. Students must have access to their own car during the community health clinical experiences.

GRADUATION

The student must meet all university and nursing program requirements. In compliance with the University requirement for a senior comprehensive examination, the senior students in the Basic, Accelerated, and L.P.N. Options will be required to pass a nationally standardized comprehensive examination.

RN LICENSURE

Upon completion of all nursing program requirements, the graduate is eligible to take the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applications of those who have been convicted of a felony and whose civil rights have not been restored are considered to be incomplete until documentation of restoration of civil rights is received.

The application and records should be filed at least 90 days before the examination date in case a student may be required to appear before the Board.

NURSING PROGRAM REQUIREMENTS:

BASIC, TWO-YEAR, THREE-YEAR, L.P.N. and ACCELERATED OPTIONS

Distribution and Corequisite Courses for students working on their first bachelor's degree (71 credits):

ENG	111/112	English Composition and Research
SPE	101	Fundamentals of Speech
BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
SOC		Any Sociology
ANT/SOC		Any Anthropology or Sociology
PHI		Philosophy Distribution
PHI	353	Bio-Medical Ethics
THE		Theology Distribution
		Any Social Science Distribution

HUM and ARTS

		Humanities and Arts Distribution (9 cr.)
DIN	271	Nutrition in Clinical Care
CS	180	Introduction to Computers
OPEN		Open Elective

Prerequisite Courses for students with a previous bachelor's degree (44 cr.):

BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
PSY/SOC/ANT		Two courses in any of these areas
DIN	271	Nutrition in Clinical Care
PHI/THE		Philosophy or Theology course
THE		Theology course
PHI	353	Biomedical Ethics

Nursing Major: Basic, Two-Year, Three-Year, L.P.N., and Accelerated Options (56-58 cr.)

NUR	100	Introduction to Professional Nursing
NUR	215	Pharmacology
NUR	225	Basic Nursing Skills*
NUR	231	Nursing Concepts I*
NUR	238	Nursing Concepts II
NUR	301	Research in Nursing
NUR	327	Parent/Newborn Nursing
NUR	377	Child/Adolescent Nursing
NUR	378	Adult/Elderly Nursing: Biophysical Concepts
NUR	388	Adult/Elderly Nursing: Mental Health Nursing

- NUR 481 Community Health Nursing
 NUR 496 Nursing Management

* LPNs who successfully challenge NUR 225 and NUR 231 must enroll in NUR 203.

R.N. to B.S.N. and R.N. to B.S.N./M.S.N. OPTIONS (61 cr.)

- Distribution & Prerequisite Courses:
 Human Anatomy + lab
 Microbiology + lab
 Biochemistry + lab
 Physiology + lab
 Statistics
 English Composition (6 cr.)
 Speech
 Social and Behavioral Science Distribution (9 cr.)
 Humanities and Arts Distribution (9 cr.)
 Philosophy or Theology Distribution
 Theology Distribution
 Bio-Medical Ethics
 Computer Elective
 Open Elective

Nursing Major: R.N. to B.S.N. Option (27 cr.)

(In addition to 32 credits by exam.)

- NUR 301 Research in Nursing
 NUR 302 Professional Communication
 NUR 303 Professional Processes
 NUR 414 Professional Role Development
 NUR 481 Community Health Nursing
 NUR 483 Health Assessment
 NUR 496 Nursing Management

Nursing Major: R.N. to B.S.N./M.S.N. Option (27 cr.)

(In addition to 32 credits by exam.)

- NUR 301 Research in Nursing
 NUR 303 Professional Processes
 NUR 481 Community Health Nursing
 NUR 483 Health Assessment
 NUR 496 Nursing Management
 NUR 601 Philosophical & Theoretical Basis of Nursing
 NUR 611 Situated Context of Nursing

**Course Descriptions—
 Nursing Prefix: NUR**

100 Introduction to Professional Nursing (1)

The focus is to introduce the beginning nursing student to concepts of the professional nursing role. The course content will contribute to the student's success at Barry University School of Nursing. (\$10 fee)

199 Special Topics (1-3)

Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interests.

203 L.P.N. Role Transition (2)

Exploration of change in role from practical to professional nurse. Includes an introduction to the nursing process and other integrating strands utilized in Barry University School of Nursing conceptual framework.

215 Pharmacology (3)

A survey of the principles of pharmacotherapeutics which includes an introduction to drug classifications, characteristics of drugs and nursing implications for safe administration. (\$15 fee)

225 Basic Nursing Skills (3)

Introduction to nursing, the nursing process, and other integrating strands in the curriculum. Includes scientific principles and practices of basic nursing skills to be used throughout the curriculum. Focus is on the individual and incorporates a laboratory experience. Prerequisite: Admission to clinical nursing courses. (\$52 fee)

231 Nursing Concepts I (4)

Utilizes and expands upon the content in Basic Skills (NUR 225) with an introduction to the systematic use of the nursing process and other integrating strands in selected clinical settings. Focus is on nursing and the adult medical-surgical client with emphasis on alterations in health and wellness, and includes an introduction to health assessment techniques, and incorporates a clinical and laboratory experience. Prerequisite: NUR 225. (\$30 fee)

238 Nursing Concepts II (8)

Continuation of the systematic use of the nursing process and other integrating strands in selected clinical settings. The focus is on nursing and the care of the adult medical-surgical client and includes the psychosocial and pathophysiological alterations in the major body systems, and applicable health assessment techniques. Clinical and laboratory experience is included. Prerequisites: NUR 215, NUR 231, BIO 240. (\$50 fee)

DIN 271 Nutrition in Clinical Care (3)

Essentials of optimum nutrition of health and disease; macronutrients and energy metabolism; vitamins and minerals; nutrition and diet for the client. Prerequisites: BIO 220, CHE 152. (\$10 fee)

300 Special Topics (1-3)

Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interest.

301 Research in Nursing (2)

Introduction to principles and process of nursing practice research; study of problem identification and definition, study design, data collection techniques, interpretation and critique of research reports, and the development of abilities as an intelligent consumer of nursing research. Prerequisite or Corequisite: MAT 152. (\$10 Fee)

302 Professional Communication (3) (R.N. to B.S.N. only)

Examination of psychological factors operating within self and others which influence communication effectiveness among nurses. Examination of decision-making and conflict resolution in groups. Prerequisite or corequisite: NUR 303. (\$10 Fee)

303 Professional Processes (4) (R.N. to B.S.N. and R.N. to B.S.N./M.S.N. only)

Examination of the health care delivery system based on the 7 processes inherent in the curriculum: change process, communication process, management process, nursing process, professionalization process, research process, and teaching/ learning process. Prerequisite: Completion of mobility exams. (\$10 fee)

327 Parent/Newborn Nursing (6)

Family centered approach to the role of nursing during the maternity cycle and newborn period. Focus is on health assessment, stress and adaptation, physiological and pathophysiological alterations, psychological and cultural factors affecting the childbearing experience. Continuation of the application of the nursing process and other integrating strands with experiences in ambulatory and acute care settings. Prerequisites: NUR 215, NUR 238, DIN 271. (\$20 fee)

377 Child/Adolescent Nursing (6)

Family centered approach to the role of nursing during infancy, childhood and adolescence. Focus is on health assessment, stress and adaptation, and pathophysiological alterations, stress and adaptation during illness and hospitalization; the application of growth and development concepts; and psychological and cultural factors which affect behavior during the pediatric years. Continuation of the application of the nursing process and other integrating strands, with experiences provided in ambulatory, community and acute care settings. Prerequisite: NUR 327, PSY 382. (\$20 fee)

378 Adult/Elderly Nursing: Biophysical Concepts (6)

Extension and refocus of previously acquired knowledge of pathophysiological alterations applied to adult and elderly populations. Emphasis on clients experiencing multi-system problems. Clinical experience is

in critical care facilities and includes a comprehensive physical assessment. Prerequisite: NUR 377. (\$30 fee)

388 Adult/Elderly Nursing: Mental Health (6)

This course provides an opportunity to synthesize previously acquired and new knowledge of biologic, behavioral, and psychodynamic concepts in mental health nursing practice situations. Emphasis is placed on the unique role of nursing and its contribution to the mental health team. Prerequisite: NUR 377, PSY 281. (\$20 fee)

414 Professional Role Development (3)(R.N. to B.S.N. only)

Examination of transition to professional nursing role; introduction of role theory; exploration of career paths and strategies for professional nursing development and personal growth. Introduction of change theory; examination of the role of the professional nurse in planned change. Prerequisites: NUR 303. (\$10 Fee)

425 Wellness Promotion (6) (R.N./B.S. to M.S.N. only)

Examination of the transition from a technical to professional nursing role, integration and application of leadership, community health promotion theory. Exploration of career paths and strategies for professional development, professional, personal, and spiritual growth, with emphasis on the nurse as change agent in the process of promoting wellness for individuals and aggregates. Prerequisite: NUR 303 and acceptance to R.N./B.S. to M.S.N. Option. (\$20 fee)

459 Independent Study (1-3)

Opportunity for an in-depth investigation in an area of nursing of special interest to the student. Student is primary course designer assisted by a faculty member in the School of Nursing. Prerequisites: Senior status and permission of Associate Dean.

481 Community Health Nursing (6)

Focus is on health promotion and illness prevention, synthesis and application of nursing skills and theory while caring for individuals, families, and aggregates as an integral part of the community. Students study public health principles, and experience an in-depth relationship with client(s) over extended period of time in variety of community settings to become familiar with the many roles of the community health nurse. Prerequisites: NUR 378 for Basic and Accelerated Options; for R.N. Options, NUR 303, NUR 483. (\$20 fee)

483 Health Assessment (3) (R.N. to B.S.N. only)

An introduction to the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152. (\$35 fee)

487 Seminar in Nursing (2)

Group discussion of selected topics for integration and application of major principles within diverse aspects of nursing. Prerequisite: Senior status. (\$10 Fee)

496 Nursing Management (6)

Processes of management: planning, organizing, directing, and controlling as they relate to the professional practice of nursing. Political, economic, and legal dimensions that have an impact on current practice are examined, and predominant themes that play an integral part in nursing care delivery are addressed. Application of management concepts occurs in a health care delivery setting. Prerequisites: NUR 378 for Basic and Accelerated Options; NUR 303 for R.N. options. (\$20 Fee)

TRUSTEES

The Board of Trustees

- Charles R. Modica, J.D., Chairman
 Mrs. D. Inez Andreas, Chair Emerita
 Mr. R. Kirk Landon, Vice Chairman
 Mr. F. Eugene Autrey, Co-Vice Chairman
 Mr. William Alexander
 Mrs. Toni Andreas
 Sister Jean Aufderheide, O.P.
 Stephen M. Ayres, M.D.
 Sister John Norton Barrett, O.P.
 Mrs. Josie Romano Brown
 Mr. John M. Bussel
 Sister Janet Capone, O.P.
 Mr. Patrick L. Connolly
 Mr. Frank Crippen
 Miss Vivian A. Decker
 Mr. Jorge de Céspedes
 Susan B. Dombrowsky, M.D.
 Mr. Albert E. Dotson
 Lewis R. Elias, M.D.
 * Ms. Carol Evanco
 Mrs. Mary Kay Farley
 The Most Rev. John C. Favalora
 Sister Nadine Foley, O.P.
 Mr. Robert B. Galt, III
 Mr. Mehdi Ghomeshi

Honorary Members

- Mr. Jose R. Arriola
 Mrs. Agnes Ash
 * Mr. B. Boyd Benjamin
 * Ted Blum, Esq.
 Mr. Jorge J. Bosch
 Mrs. Susan M. Brinkley
 Sister Joannetta Bruene, O.P.
 Mr. Bruce Burnham
 Sister Thomas James Burns, O.P.
 Mr. C. Robert Campbell
 Mrs. Thomasina Caporella
 Mr. Everett E. Colby
 Mr. Clark Cook
 Mr. John F. Costello
 Mrs. Jan Cowles
 Sister Catherine DeClercq, O.P.
 The Most Rev. Norbert M. Dorsey
 Mrs. Renee Mottram Doss
 Mr. John A. Eggen
 Louis J. Falletta, D.P.M.
 Sister Jean Rosaria Fisch, O.P.
 * Sister Trinita Flood, O.P.
 Mr. Edward C. Fogg, III
 John G. Gale, Esq.
 * Mr. Milton Gaynor
 * Mr. Hugh E. Gentry
 Mrs. Sandra Gonzalez-Levy
 Mr. Juan A. Granados

Trustees Emeriti

- Mr. Shepard Broad
 Mr. John Michael Garner
 Mrs. Ellen Whiteside McDonnell
 * Mr. John H. McGeary, Jr.

- Mr. William Heffernan
 * Rev. Monsignor William J. Hennessey
 * Keith B. Kashuk, D.P.M.
 Mr. Brian E. Keeley
 Joseph Klock, Jr., Esq.
 Dr. Neta Kolasa, Psy.D.
 Mrs. Irma Baker Lyons
 Sister M. Carleen Maly, O.P.
 Mrs. Olga Melin
 Gerald W. Moore, Esq.
 * Sister Jeanne O'Laughlin, O.P.
 Mr. Michael O. O'Neil, Jr.
 Dan Paul, Esq.
 Sister Rosa Monique Peña, O.P.
 Mr. Wendell E. Ray
 Donald S. Rosenberg, Esq.
 Dr. Luigi Salvaneschi
 Mrs. Lourdes Sanchez
 Francis A.C. Sevier, Esq.
 Sister Julie Sullivan, O.P.
 Edward P. Swan, Esq.
 Sister Patricia Walter, O.P.
 Sister Sharon Weber, O.P.
 Mrs. Barbara Weintraub
 Ambassador Jean M. Wilkowski
 * *ex-officio*

- Sister Dorothy Guettler, O.P.
 Mr. Lee E. Hanna
 * Rev. Timothy Healy, S.J.
 * Mr. Arthur J. Hill
 Mrs. Tina Hills
 Mr. Tibor Hollo
 * Mr. Harry Hollywood
 Mr. Abel Holtz
 Mrs. Lonnie Kantor
 The Very Rev. Bernard G. Kirlin
 * Mr. John Kolasa
 Mr. David Lawrence, Jr.
 The Most Rev. Edward A. McCarthy
 Mrs. Anne McDougal
 Mrs. Patricia Mosbacher
 Frank Moya, M.D.
 The Most Rev. John J. Nevins, D.D.
 Mr. Thomas P. O'Donnell
 Mr. Leslie Pantin, Jr.
 * Mr. Samuel J. Powers, Jr.
 Mr. Garth C. Reeves, Sr.
 Mrs. Mary Reinertson
 Mr. Gerald Ross
 Mrs. Irela Saumat
 Mrs. Ednagene Schofman
 Mr. James E. Stewart
 Mr. Jay Weiss
 Mr. Peter Wolf
 * *deceased*

- * Mr. Michael O. O'Neil
 Mrs. Joan Webb
 * Mother Genevieve Weber, O.P.
 * *deceased*

ADMINISTRATIVE ORGANIZATION

President	Sister Jeanne O'Laughlin, O.P., Ph.D.
Administrative Aide to the President	J. Dianne Morgan, B.L.S.
Executive Assistant President	Sister Peggy Albert, O.P., Ph.D.
Interim Director of Mission and Ministry	Fr. David Caron, D.Min.
Associate Director of Mission and Ministry	Elsie M. Miranda, M.A.
Associate Campus Minister	Francisco Vega-Bonilla, M.A.
Associate Campus Minister	John E. Lydon, O.P., M.Div.
Director of Liturgical Music	John Wicker, B.A.
Provost and Senior Vice President for Academic Affairs	J. Patrick Lee, Ph.D.
Executive Assistant to the Provost/Vice President	Christine D. McCready, B.P.S.
Staff Associate	Sr. Lucy Coressel, O.P., M.A.
Director, Archives	Sr. Dorothy Jehle, O.P., Ph.D.
Project Archivist	Sr. Marguerite O'Callaghan, O.P., B.A.
Director, Oral History	Sr. Eileen Rice, O.P., Ph.D.
Associate Vice President for Enrollment and Academic Services	G. Jean Cerra, Ph.D.
Dean of Enrollment Services	TBA
Assistant Dean/Director of Financial Aid	Angela Scott, M.S.
Associate Director, Financial Aid (UG)	H. Dart Humeston, M.S.
Associate Director, Financial Aid (Graduate)	Celia Melis, B.A.
Associate Director, Financial Aid (ACE)	Megan Littlefield, B.F.A.
Counselor, Financial Aid	Ginette Black, B.A.
Counselor, Financial Aid	Azul Dominguez, B.A.
Counselor, Financial Aid	Carole Hanson, B.P.S.
Counselor, Financial Aid	Marie Kaplan
Counselor, Financial Aid	Nigel Manderson, B.B.A.
Counselor, Financial Aid	Lissette Ortega, B.A.
Coordinator, Scholarship & Student Employment	Stephanie Stock, M.S.
Director of Admission	TBA
Senior Associate Director of Admission/Director, Transcript Evaluation	Madeleine G. Whittaker, M.Ed.
Transcript Evaluator	Teresa M. Gasso, B.S.
Transcript Evaluator	Carrie Grimes
Counselor, Admission/Coord., International Admission	Hernan Bucheli, B.S.
Counselor, Admission/Visitation Coordinator	Adriana Cronin, B.L.S.
Counselor, Admission/Student Services Liaison	Juliette Duke, B.S.
Counselor, Admission	Sean McGovern, M.A.
Counselor, Admission	Carline Moodie-Hughes, M.S.
Director, Graduate Medical Sciences Admission	Alex Collins, M.S.
Director, Information Management	Graciela Lorenzo-Lueces, B.S.
Manager, Processing & Distribution Center	Eric Lucal
Manager, Records	TBA
Coordinator, Systems	Maribel Laird
Director, Operations/Budget Manager	Carole A. Albrecht, B.L.S.
Director, Academic Publications, Advertising & Marketing	Valerie Turner, M.Phil.
Webmaster, University Marketing & Academic Publications	Don Fillman

Registrar	Debra Archibald Weyman, M.S.
Assistant Registrar	Filomena Rohlfs, B.P.S.
Director, Records	Cynthia Chruszczyk, M.S.
Records Manager	Beth Perloff, B.S.
Dean, School of Adult and Continuing Education	Sister Loretta Mulry, IHM, Ed.D.
Associate Dean	Patricia D. LaBahn, Ph.D.
Associate Dean	Judith W. Hochman, Ed.D.
Associate Dean	Ronald J. Testa, Ph.D.
Director, Portfolio Program	Judith O. Brown, M.A.
Director of Marketing, Miami-Dade County	Alfred J. McCullough, M.B.A.
Director of Marketing, Treasure Coast	Dianne Young, M.B.A.
Director of Non-Credit Programs	Robert E. Farmer, Ed.D.
Director, ACE Admissions	John Guest, M.Ed.
Director, ACE Computer Services	Joanne M. Suarez, B.L.S.
Director, Brevard County	Rebecca DeCardenas, M.B.A.
Director, Broward County	Joseph A. Callahan, M.A.
Director, Collier and Lee Counties	Edwina H. Sanders, M.A.
Director, Orlando	Michael Webster, D.C.
Associate Director, Orlando	Sara Devine, M.S.
Director, Palm Beach County	Michael Robbins, Ed.D.
Director, South Dade County	Oilda Martinez, M.A.
Director, Treasure Coast	Sister Grace Flowers, O.P., Ed.S.
Part-time Director, Tallahassee	John Sample, Ph.D.
Academic Coordinator, Philosophy, Art, Humanities, Photography	Aphrodite Alexandrakis, Ph.D.
Academic Coordinator, Information Technology, CAT, CIS	Larry Beebe, Ph.D.
Academic Coordinator, Health Services Administration	Barry J. Brock, Ed.D.
Academic Coordinator, English, Written Communication and Foreign Languages	Patricia Feito, Ph.D.
Academic Coordinator, Behavioral Sciences	Nathalie Franco, Ph.D.
Academic Coordinator, Oral Communication, Music, Theatre	Marilyn L. McKay, Ph.D.
Academic Coordinator, Legal Studies	Eric D. Olson, J.D.
Academic Coordinator, Public Administration and Social Sciences	Richard Orman, Ph.D.
Academic Coordinator, Natural Sciences, Math	Arturo Rodriguez, Ph.D.
Academic Coordinator, Professional Programs	Robert E. Scully, D.B.A.
Academic Coordinator, Theology	Ann Swaner, Ph.D.
Academic Coordinator, WXEL Distance Learning Program	Peter A. Teitzman, Ed.D.
Academic Advisor	Sister Lucy Cardet, O.S.F., M.A.
Academic Advisor	Flor M. Dabasa, M.S.
Academic Advisor	Philip R. Deutsch, J.D.
Academic Advisor	Diana Hinton, M.S.
Academic Advisor	Ellen Scarborough, M.S.
Academic Advisor	Dana L. Stivers, M.A.
ACE Admissions Counselor	Marie Ange Levasseur, B.L.S.
Associate Vice President for Undergraduate Studies and Dean, School of Arts and Sciences	Laura S. Armesto, Ph.D.
Associate Dean; Chair, Psychology Department	Linda Peterson, Ph.D.
Assistant Dean; Chair, Interdisciplinary Studies Department	Jesus Mendez, Ph.D.
Assistant Dean/Academic Advisor	Carol Clothier, M.S.
Chair, Communication Department	Kathy J. Wahlers, Ph.D.
Chair, English and Foreign Languages	Stephen Benz, Ph.D.
Chair, Fine Arts Department	Derna Ford, M.M.Ed.
Chair, History and Political Science Department	E.T. Smith, Ph.D.
Chair, Mathematics/Computer Science Department	Rev. Pedro Suarez, S.J., Ph.D.

Chair, Physical Sciences Department	TBA
Stockroom Lab Manager/Lab Instructor	Maria Aloya, M.S.
Chair, Sociology and Criminology Department	Karen Callaghan, Ph.S.
Chair, Theology and Philosophy Department	Rev. Mark Wedig, O.P., Ph.D.
Director, South East Pastoral Center	Rev. Mario B. Vizzaino, Ph.D.
Director, Learning Center	Jill Reed, M.A.L.S.
Director, Secondary Education Program	Helen Connell, Ph.D.
Dean, School of Business	Jack W. Scarborough, Ph.D.
Associate Dean	Martine Duchatelet, Ph.D.
Associate Dean	Anne Fiedler, Ph.D.
Director, International Business Programs	R. Ivan Blanco, Ph.D.
Assistant Director, International Business Programs	TBA
Coordinator, Undergraduate Evening Business Programs	Jacqueline Marks, M.A.
Dean, School of Education	Sister Evelyn Piche, O.P., Ph.D.
Associate Dean, Undergraduate Programs	Evelyn Evans, Ed.D.
Associate Dean, Graduate Programs	John G. Dezek, Ed.D.
Assistant to the Dean	Sr. Ellen Rice, O.P., Ph.D.
Assistant to the Dean; Coordinator, Catholic Educational Leadership	Sister Phyllis Superfisky, O.S.F., Ph.D.
Director, Educational Computing and Technology Department	Joel S. Levine, Ed.D.
Director, Counseling/HRDA Department	Maureen Duffy, Ph.D.
Director, Elementary Education (Undergraduate) Program	Charlene Houghton, M.Ed.
Director, M.S./Elementary Education and Alternate Certification Program	Gerry Bohning, Ed.D.
Director, Educational Leadership Program	Patrick Gray, Ed.D.
Director, Exceptional Student Education Program	Clara Wolman, Ph.D.
Director, Human Resource Development Program	Toni Powell, Ph.D.
Director, Montessori Education Program	Ijya Tulloss, Ed.D.
Director, Reading Program	Ann Murphy, Ed.D.
Director, Marketing	Marilyn Callahan, M.A.
Dean, School of Human Performance and Leisure Sciences	G. Jean Cerra, Ph.D.
Assistant to the Dean/Coordinator, Instructional Activities in Sport and Recreation	Neill Miller, M.S.
Executive Assistant and Operations Manager	Maritza Ryder, B.L.S.
Chair, Sport and Exercise Sciences/Coordinator, Graduate Programs	Leta E. Hicks, Ed.D.
Administrative Assistant	Desh Sherman-Moeller, B.S.
Coordinator, Exercise Science	Constance Mier, Ph.D.
Coordinator, Physical Education	Daniel Rosenberg, Ed.D.
Coordinator, Sports Medicine-Athletic Training	Carl Cramer, Ed.D.
Coordinator, Sport Management	Hal J. Walker, Ph.D.
Director of Athletics	Michael Covone, B.P.S.
Assistant Athletic Director, Compliance	Lisa M. Navas, B.S.
Assistant Athletic Director, Facilities and Marketing Coordinator	Marc Tuttle, B.S.
Assistant Athletic Director, Public Affairs/SID	Fred Battenfield, M.S.
Assistant Director, Sports Information	Jamie Carrig, M.S.
Head Coach, Men's Baseball	Christopher Cafalone, B.S.
Head Coach, Men's Basketball	Cesar T. Odio, M.S.
Head Coach, Women's Basketball	Janice D. Allen, B.S.
Head Coach, Women's Crew	TBA
Head Coach, Men's and Women's Golf	Roger White, M.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	Brian D. Dooley, B.S.
Head Coach, Women's Softball	Lisa M. Navas, B.S.
Head Coach, Men's and Women's Tennis	George M. Samuel, Ph.D.

Head Coach, Women's Volleyball	David Nichols, B.A.
Head Athletic Trainer	Jeffrey O'Neil, M.S.
Assistant Athletic Trainer	TBA
Faculty Athletics Representative	M. Eileen McDonough, Ed.D.
Director, Campus Recreation	Edward Londono, M.S.
Associate Vice President and Dean for Information Technology	John M. Beaubrun, M.B.A.
Associate Dean for Instructional Computing Services	Thomas Ayers, M.S.
Director of Central Computing Services	Yvette Ann-Marie Brown, M.S.
Chief Systems Engineer	Paul McIntosh, M.B.A.
Manager of Network Services	H. Terry Kushi
Assistant Director for Web Services (Central Computing)	Alberto Fernandez, M.B.A.
Manager of Helpdesk Services	Darrell Duvall
Computer Systems Analyst	Glendon B. Redway, M.Phil.
Manager of Computer Labs	Erik Calvino
PC Support Specialist	John Baldwin
PC Support Specialist	Viju Kootungal, M.B.A.
Systems Operator	James Brittain
Associate Dean for Distance Education Services	Cynthia Davis, Ph.D.
Manager, David Brinkley Studio	Mary Rode Worley, B.A.
Director, Library Services	Nancy M. Pine, M.L.S.
Head, Reference Services	Nancy Kalikow Maxwell, M.L.S.
Senior Reference Librarian	William P. Morrissey, M.S.L.S.
Reference Librarian	Philip M. O'Neill, M.S.L.S.
Reference Librarian	Daniele Perez-Venero, M.S.L.S.
Reference Librarian	Christine Stillings, M.A.L.I.S.
Associate Vice President for Research;	
Dean, School of Natural and Health Sciences	Sister John Karen Frei, O.P., Ph.D.
Assistant to the Dean	Deborah Montague, M.B.A.
Associate Dean	Ralph Laudan, Ph.D.
Director, Occupational Therapy Program	Douglas Mitchell, M.S.
Fieldwork Coordinator	Carmel Bloom, O.T. License
Director, Cardiovascular Perfusion Program	Jason Freed, C.C.P.
Assistant Program Director	Joan Reilly, M.S.
Associate Dean; Director, M.S. in Anesthesiology Program	Norman R. Wolford, Ed.D., C.R.N.A.
Director, M.S. in Health Services Administration Program	Dennis Toback, Ed.D.
Director, B.S. in Bio/M.L.S. Program; Histotechnology Track	Alicia Zuniga, Ph.D., H.T.L.
Assistant Director, MARC and MBRS Program	Flona Redway, Ph.D.
Lab Manager	Lynette Cupido, O.N.C., H.N.D.
Dean, School of Nursing	Judith A. Balcerski, Ph.D.
Associate Dean	Diane LaRochelle, Ph.D.
Associate Dean	Kathleen Papes, Ed.S.
Associate Dean	Victoria Schoolcraft, Ph.D.
Senior Vice President for Business and Finance	Timothy H. Czerniec, M.B.A.
Executive Assistant to the Vice President	Cheryl B. Gerber, M.S.
Special Assistant to the Vice President	Sr. Jean Denomme, O.P., M.A.
Associate Vice President for Finance	Stephen Gehret, C.P.A.
Director, Financial Operations	Nicole O. Diez, M.B.A., C.P.A.
Director, Accounting	Angel (Fred) Rodriguez, B.B.A.
Payroll Specialist	Josefina Gonzalez
Director of Student Account Services	Ronald LaBarrie, M.B.A.

Assistant Director, Billing & Data Processing	Marga Rojas
Assistant Director, Cash Management	Rosemarie Ciesler, B.S.
Supervisor Cashier/Customer Service	Leonie Edwards
Director, Purchasing and Accounts Payable	Nancy Perez
Accounts Payable Assistant	Anne McNally
Accounts Payable Assistant	Peggy Asmus
Associate Vice President for Facilities Management	Freddy E. Ulloa, M.B.A.
Director of Facilities Management	George Webb, B.S.
Maintenance Manager	Horace Nance, B.S.E.
Grounds Manager	Jack Patterson
Housekeeping Manager	Frank Morales
Support Services Manager	Kenneth Knibbs
Director of Public Safety	Stanley A. Young
Associate Vice President for Human Resources	Sister Myra Jackson, O.P., M.B.A.
Executive Assistant to the Associate Vice President	Phyllis Vilbas
Manager of Business Services	Theresa Moorehead, M.B.A.
Director, Graphics/Printing	Vince Woychowski
Associate Director, Graphics/Printing	Sharon Moo Young, B.F.A.
Director, Food Services	Barry Frieser, B.A.
Catering Manager	TBA
Manager, Campus Bookstore	Steven B. Grissom, B.S.
Facilities Coordinator	Jennifer Boyd-Pugh, B.S.
Manager, Mail Center	Fred G. Thompson, Jr., M.B.A.
Vice President for Institutional Advancement	William E. Fenton, Jr., M.A.
Associate Vice President for Institutional Advancement	Sr. Sarah Cavanaugh, O.P., M.S.
Director, Major and Planned Gifts	Mary Lu Desmond, B.S.
Director, Alumni Association	TBA
Director, Institutional Advancement Records	Judith Palomino, B.S.
Director, Annual Fund	Joyce Riveira, M.B.A.
Director, Special Events	Teresita (T) Gomez Urtiaga, B.S.
Special Events Coordinator	Caroline Murray, B.S., B.A.
Assistant Vice President for University Relations	Michele M. Morris, B.S.
Director, External Communications	Joseph McQuay, M.B.A.
Media Specialist	Francisco Duque, B.A.
Graphic Designer	Roger A. Giraud, A.S.
Vice President for Planning, Research and Evaluation	Sr. Margaret Mary Johnson, O.P., Ed.D.
Special Assistant to the Vice President	Sr. Jean Denomme, O.P., M.A.
Assistant Vice President for University Administrative Data	Traci A. Simpson, M.S.ECT
System Administrator	Nina M. Ricardi, M.S.ECT
Director, Institutional Research	David Molnar, Ph.D.
Director, Grant Programs	Joseph J. Monti, M.B.A.
Vice President for Student Services	George J. Wanko, Ph.D.
Associate Vice President for Student Services	Michael Griffin, M.A.
Associate Vice President for Student Services	M. Eileen McDonough, Ed.D.
Dean of Students	Rita J. Sordellini, Ed.S.
Director of Computer Services	Stephanie Walker, M.S.
Director, Career and Counseling Center	TBA
Assistant Director/Counselor	Vreny Arnold, Ed.S.
Counselor	David S. Pugh, M.A.
Counselor	Roxane S. Davies, M.S.
Counselor	Sr. Anastasia Maguire, R.S.M., M.S.W.
Counselor	Jolyn Ditanna, M.S.

Director, Campus Health Services	Eileen Egan-Hineline, R.N.
Director, Residential Life	Maria Luisa Alvarez, M.B.A.
Assistant Director, Residential Life	Lisa Bardill, M.S.
Assistant to the Director	Jean Hock, M.S.
Area Coordinator	Dane Hutchison, B.A.
Area Coordinator	TBA
Director, Student Activities	Kathleen Bunting, M.A.
Assistant Director, Student Activities	Jay Gannon, M.A.
Coordinator for Greek Affairs	Timothy Bessler, M.A.
Director, Services for Students with Disabilities	Laura Hodges, M.S.
Director, International Student Services	Joy DeMarchis, M.S.
Coordinator, International Student Services	Alicia DeLeon, B.S.

ADMINISTRATION AND FACULTY

- ADAMS, William J.; Assistant Professor of Music; B.M., M.M., University of Kentucky; D.M.A., University of Miami
- AIZENMAN, Dolly; Assistant Professor of Education; B.A., Zhitomir College of Music; M.A., Odessa State University, Russia; M.S., Ed.D., Florida International University
- ALBERT, O.P., Sister Peggy; Executive Assistant President; B.A., Wayne State University; M.S.W., Barry University; Ph.D., Barry University
- ALBRECHT, Carol A.; Director of Operations and Budget Manager, Division of Enrollment Services; B.L.S., Barry University
- ALEXANDRAKIS, Aphrodite; Professor of Philosophy and Humanities, School of Adult and Continuing Education; B.A., Rutgers University; M.A., Ph.D., University of Miami
- ALLEN, Janice; Head Women's Basketball Coach; B.S., Grand Valley State University
- ALLSOPP, Rev. Dr. Michael J.; Associate Professor of Theology; B.A., M.A., St. Patrick's College, Sydney; M.A., Gonzaga University; S.T.D., Gregorian University, Rome
- ALOYA, Maria; Stockroom Lab Manager/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International University
- ALTHOUSE, Stephen J.; Professor of Photography; B.F.A., University of Miami; M.F.A., Virginia Commonwealth University
- ALVAREZ, Blanca F.; Associate Professor of French; B.A., University of Miami; M.A., University of Miami; Ph.D., The Catholic University of America
- ALVAREZ, Maria Luisa; Director of Residential Life; B.S., Georgetown University; M.B.A., Nova University; Doctoral Candidate, Barry University
- ALZAGA, Florinda; Professor of Spanish and Philosophy; M.A., University of Miami; Doctora en Filosofia y Letras, Universidad de La Habana, Cuba
- ANDRADE, Heather; Assistant Professor of English; B.A. and doctoral candidate, Rutgers University
- ARMESTO, Laura S.; Associate Vice President for Undergraduate Studies and Dean, School of Arts & Sciences; Associate Professor of English; B.A., Barry University; M.A., Barry University; Ph.D., University of Miami
- ARNOLD, Vreny; Assistant Director/Counselor, Career & Counseling Center; B.P.S., M.S., Barry University; Ed.S., Barry University
- ASMUS, Peggy; Accounts Payable Assistant, Business and Finance Division
- AYERS, Thomas; Associate Dean for Instructional Computing Services; B.S., St. Peter's College; M.S., Barry University; Doctoral Candidate, Florida International University
- BAGNARDI, Margaret; Assistant Professor of Nursing; B.S.N., Florida International University; M.S.N., University of Miami
- BALCERSKI, Judith A.; Dean, School of Nursing; Professor of Nursing; B.S.N., Barry University; M.S.N., Wayne State University; Ph.D., University of Michigan
- BALDWIN, John; PC Support Specialist, Division of Information Technology
- BARDILL, Lisa; Assistant Director, Residential Life; B.S., University of Akron; M.S., Florida State University; Doctoral Candidate, Barry University
- BATTENFIELD, Fred; Assistant Athletic Director, Public Affairs/SID; B.S., University of Texas at Austin; M.S., U.S. Sports Academy
- BEAUBRUN, John M.; Associate Vice President and Dean for Information Technology; Assistant Professor of Computer Information Systems; B.S., Embry-Riddle Aeronautical University; M.S., M.B.A., Barry University
- BEEBE, Larry; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.S., Pacific W. University; M.B.A., City University; Ph.D., Nova Southeastern University
- BEERS, Robert; Assistant Professor of Communication; B.A. and M.S., Florida State University

- BENZ, Stephen; Associate Professor of English; Chair, Department of English and Foreign Languages; B.A., Whitworth College; M.A., University of Illinois; Ph.D., University of New Mexico
- BESSLER, Timothy; Coordinator of Greek Affairs, Student Activities; B.A., Xavier University; M.A., Bowling Green State University
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BLACK, Ginette; Financial Aid Counselor; B.A., Queens College
- BLANCO, R. Ivan; Associate Professor of Management; B.S., Universidad Central de Venezuela; M.B.A., Ph.D., Oklahoma State University
- BLOOM, Carmel; Fieldwork Coordinator, Occupational Therapy; O.T. License, Florida State; O.T. Center, London, England
- BOHNING, Gerry M.; Professor of Education; Director, M.S./Elementary Education and Alternate Certification Programs; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BORUM, Cecil; Instructor in Mathematics; B.S., Iowa State University; M.S., University of Miami
- BOULOS, John; Assistant Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWERS, Bradley; Associate Professor of English; B.A., University of So. Florida; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- BOYD-PUGH, Jennifer; Facilities Coordinator; Business and Finance; B.S., Barry University
- BRAUNSTEIN, Susan; Associate Professor of Communication, School of Adult and Continuing Education; B.A., M.A.T., University of Louisville; Ed.D., Florida Atlantic University
- BRITAIN, James; Systems Operator, Division of Information Technology
- BROCK, Barry J.; Assistant Professor of Health Services Administration; School of Adult and Continuing Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BROIHAHN, Michael A.; Associate Professor of Accounting; B.S., M.B.A., M.S., University of Wisconsin; C.P.A., State of Wisconsin
- BROWN, Carolyn L.; Professor of Nursing; B.S.N., University of Arizona; M.S.N., Case-Western Reserve University; Ph.D., University of Colorado
- BROWN, Judith Oropallo; Director, Portfolio Program, School of Adult and Continuing Education; B.A., Elmira College; M.A., New York University
- BROWN, Yvette Ann Marie; Director, Central Computing Services; B.S. and M.S., Barry University
- BUCHELI, Hernan; Admission Counselor; B.A., San Francisco State University
- BUNTING, Kathleen; Director of Student Activities; B.A., M.A., M.S., Barry University
- BURKE, Robert L.; Professor of Educational Computing and Technology; B.A., Michigan State University; Ed.D., Harvard University
- BURNS, Kayreen; Professor of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BURROUGHS, Richard E.; Assistant Professor of Management Information Systems; B.S., M.B.A., Syracuse University; Ph.D. candidate, F.I.U.
- BUTCHER, Monique; Assistant Professor of Sport and Exercise Sciences; B.S., Ohio University; M.S., University of Arkansas; Ph.D., Texas Woman's University
- BYRNE, Lawrence; Assistant Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CAFALONE, Christopher; Assistant Baseball Coach/ Grounds Staff Assistant; B.B.S., Hardin-Simmons University
- CALLAGHAN, Karen; Associate Professor of Sociology; Chair Sociology and Criminal Justice Department; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CALLAHAN, Joseph A.; Director, Broward County, School of Adult and Continuing Education; B.A., M.A., Michigan State University
- CALLAHAN, Marilyn K.; Director, Marketing-School of Education; B.A., Michigan State University; M.A., Michigan State University
- CALVINO, Erik; Manager of Computer Labs, Division of Information Technology
- CARDET, OSF, Sister Lucy; Academic Advisor, Adult and Continuing Education; B.A., St. Bonaventure University; M.A., Case Western Reserve University
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University
- CARRIG, James; Assistant Sports Information Director; B.A., University of Findlay; M.S., The United States Sports Academy

- CASSINI, Charles J.; Assistant Professor of Philosophy; B.A., The Catholic University of America; M.A., University of Miami; M.Ed., Florida Atlantic University
- CAVANAUGH, O.P., Sr. Sarah; Associate Vice President for Institutional Advancement; B.S., Barry University; M.S., Barry University
- CERRA, G. Jean; Associate Vice President for Academic Services and Dean, School of Human Performance and Leisure Sciences; Professor of Physical Education; B.S., Florida State University; M.A., University of Iowa; Ph.D., University of Missouri
- CHARRON, Sue Ann; Associate Professor of Nursing; B.S.N., Wayne State University; M.S.N., Emory University; Ph.D., University of Michigan
- CHICON, Elaine; Visiting Instructor in Communication; B.S., University of Tennessee; M.A., University of Miami
- CHOI, Jung Min; Assistant Professor of Sociology; B.A., University of California at Berkeley; M.A., Doctoral Candidate, University of Miami
- CHRAIBI, Chakib; Associate Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., SUNY, Binghamton
- CHRUSZCZYK, Cynthia; Director of Records; B.B.A., Florida International University; M.S., Barry University
- CIESLAR, Rosemarie; Collections Analyst, Business and Finance Division; B.S., Barry University
- CLOTHIER, Carol; Assistant Dean, Arts and Sciences; B.S., Florida State University; M.S., Barry University
- CLOTTEY, Ruth; Associate Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COLIN, Jessie; Assistant Professor of Nursing; B.S.N., M.S.N., Hunter College; doctoral candidate, Adelphi University
- COLLINS, Alex E.; Director, Podiatric Admissions; B.A., University of Kansas; M.S., Barry University
- COLVIN, Mary K.; Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Edinboro University of Pennsylvania
- CONNELL, Helen; Assistant Professor of English; B.A., M.A., Syracuse University; Ph.D., Florida State University
- CORESSEL, O.P., Sr. Marie Lucy; Staff Associate, Academic Affairs; B.A., Siena Heights College; M.A., University of Michigan
- COVONE, Michael; Director of Athletics; B.P.S., Barry University
- CRAMER, Carl R.; Associate Professor of Sport and Exercise Sciences; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University
- CREIGHTON, Cynthia; Associate Professor of Occupational Therapy; B.S., Eastern Michigan University; M.A., University of Michigan; doctoral candidate, Wayne State University
- CRONIN, Adriana; Admission Counselor and Visitation Coordinator; B.A., Barry University
- CRUZ, Robert David; Associate Professor of Economics and Finance; B.A., Georgetown University; Ph.D., University of Pennsylvania
- CUNNINGHAM, S.S.C.M., Sr. Agnes; Distinguished Visiting Professor of Theology; B.A., St. Louis University; M.A., Marquette University; S.T.D., Faculte Catholique, Lyon, France
- CUPIDO, Claris Lynette; Lab Manager, School of Natural and Health Sciences; ONC (Biological Sciences) The College of Northeast London; Diploma in Microbiology, London Guildhall University
- CURRERI, Angela Ceil; Associate Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas
- CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas
- CZERNIEC, Timothy H.; Senior Vice President for Business and Finance; Associate Professor of Management; B.B.A., Kent State University; M.Ed., M.B.A., University of Miami
- DABAJA, Flor Maria; Academic Advisor, South Dade School of Adult and Continuing Education; B.A., M.P.A., University of Michigan
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DAMIANOS, Fred; Instructor in Education; B.S., Florida State University; M.Ed., Florida Atlantic University
- DAVIES, Roxane S.; Counselor/Clinical Supervisor, Career and Counseling Center; B.S., M.S., Texas A&M University
- DAVIS, Cynthia; Associate Professor of English; Associate Dean for Distance Education Services; B.A., Boston College; M.A., Georgetown University; M.Ed., Boston University; Ph.D., University of Maryland

- DAVIS, Jean W.; Assistant Professor of Nursing; B.S., M.S., Rutgers University; doctoral candidate, Nova Southeastern University
- DAVIS, Rosemary S.; Assistant Professor of Biology; B.S., Siena Heights College; M.S.C.S., University of Mississippi
- DeCARDENAS, Rebecca; Director, Brevard County, School of Adult and Continuing Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University
- DeLEON, Alicia; Coordinator, International Student Services; B.S., Barry University
- DeMARCHIS, Joy; Director, International Student Services, B.L.A., University of Connecticut; M.S., Barry University
- DEMPSEY, Susan; Assistant Professor of Theatre and English; B.A., Boston College; M.F.A., Catholic University, D.C.
- DENOMME, O.P., Sr. Jean; Special Assistant to Vice Presidents for Business and Finance, and Planning; B.A., Siena College; M.A., University of San Francisco; M.A., Wayne State University
- DESMOND, Mary Lu; Special Assistant for Alumni Affairs, Institutional Advancement; B.S. Barry University
- DESROSIERS, Marie-France; Assistant Professor of Psychology; B.A., Swarthmore College; M.A., Ph.D., University of North Carolina
- DEUTSCH, Philip; Academic Advisor, Asst. Director of Marketing, Adult and Continuing Education; B.S., Florida International University; M.S., Nova University; J.D., South Texas College of Law
- DEVINE, Sara; Associate Director, East Orlando Area, School of Adult and Continuing Education; B.A., M.A., Iowa State University
- DEZEK, John; Associate Professor of Education; Associate Dean of Graduate Programs in Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIEZ, Nicole O.; Director, Financial Operations; Business and Finance Division; B.B.A., M.B.A., University of Miami; C.P.A., Florida
- DITANNA, Jolyn; Career and Counseling Center; Counselor; B.A., LeMoyne College; M.S., St. Bonaventure University
- DOMINGUEZ, Azul; Financial Aid Counselor; B.A., Florida International University
- DOOLEY, Brian; Head Coach, Women's Soccer; B.S., Nova Southeastern University
- DORAN, Madeleine; Associate Professor of Education; B.S., Valdosta State University; M.S., University of Montana; Ed.D., University of South Florida
- DUCHATELET, Martine; Associate Dean, School of Business; Professor of Economics/ Finance; B.A., M.A., University of Brussels, Belgium; Ph.D., Stanford University
- DUCIS, Dr. Ilze; Assistant Professor of Pharmacology; B.A., University of California at Davis; M.S., California State University; Ph.D., University of Rochester School of Medicine and Dentistry
- DUFFY, Maureen; Associate Professor of Education; B.S., National University of Ireland; M.S., Barry University; M.S., Ph.D., Nova University
- DUKE, Juliette; Admissions Counselor; B.S., Barry University
- DUNN-SNOW, Margaret; Assistant Professor of Art Therapy, Director of Art Therapy Programs; B.A., Barry University; M.Ed., University of Missouri; M.A., Vermont College of Norwich University
- DUQUE, Francisco; Media Specialist; Institutional Advancement; B.A., University of Central Florida
- DUVALL, Darrell; Manager of Helpdesk Services, Division of Information Technology
- EDWARDS, Leonie; Supervisor Cashier/Customer Service, Business and Finance Division
- EGAN-HINELINE, Eileen; Director, Campus Health Services; B.S., Barry University
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University
- ESNARD, O.P., Sr. Leonor J.; Assistant Professor of Education; B.A., St. Dominick College; M.S., Siena Heights College; Ph.D., University of Toledo
- EVANS, Evelyn; Associate Professor of Education; Associate Dean for Undergraduate Programs; B.Ed., University of Miami; M.Ed., University of Miami; Ed.D., University of Miami
- FAIRCHILD, Susan; Assistant Professor of Nursing; B.S.Ed., Florida Int'l University; B.S.N., Florida Int'l University; M.S.Ed., Florida Int'l University; M.S.N., Barry University; Ed.D., Nova Southeastern
- FARMER, Dr. Robert E.; Director, Non-Credit Programs, School of Adult and Continuing Education; B.A., St. Charles and St. Mary's College; B.A., M.A., University of Louvain; M.Ed., University of Florida; M.A., University of South Florida; Ed.D., Boston University

- FEITO, Patricia Maria; Assistant Professor of English, School of Adult and Continuing Education; B.A., Florida International University; A.M., University of Michigan; Ph.D., University of California
- FENTON, William E., Jr.; Vice President for Institutional Advancement; B.A., University of Notre Dame; M.A., Stanford University
- FERNANDEZ, Alberto; Assistant Director for Web Services; Division of Information Technology; B.S., M.B.A., Barry University
- FERNANDEZ, Antonio A.; Assistant Professor of Biology; B.Sc., B.A., M.D., Higher Institute of Medical Sciences of Havana, Cuba
- FERNANDEZ, Susana; Coordinator, International Business Program and Internship, School of Business; B.A., Barry University
- FIEDLER, Anne; Associate Dean, School of Business; Associate Professor of Management; B.A., M.B.A., University of Miami; Ph.D., Florida International University
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FLOWERS, O.P., Sr. Grace; Director, Treasure Coast, Adult and Continuing Education; B.S., Siena Heights College; M.S., Barry University; M.A., Loyola University; Ed.S., University of Georgia
- FOLDEN, Susan; Associate Professor of Nursing; B.S.N., M.S.N., University of Akron; Ph.D., University of Miami
- FOOTE, Thomas; Associate Professor of Education; B.S., Stanford University; B.A., Stanford University; M.A., Ph.D., Stanford University
- FORD, Derna Maio; Associate Professor of Music; Chair, Fine Arts Department; A.B., Mt. St. Joseph On-The-Ohio; M.M.Ed., University of Colorado
- FRANCO, Nathalie; Assistant Professor of Behavioral Sciences, School of Adult and Continuing Education; B.A., M.S., Ph.D., Florida International University
- FREED, C.C.P., Jason; Program Director, Cardiovascular Perfusion; B.S., University of Texas
- FREEMAN, Edward; Associate Professor of Nursing; B.A., Valparaiso University; B.S.N., The University of Texas; M.S., The University of Missouri; Ph.D., The University of California
- FREI, O.P., Sr. John Karen; Associate Vice President for Research; Dean, School of Natural and Health Sciences; Professor of Biology; B.A., Douglass College; M.S., Rutgers University; M.B.A., Barry University; Ph.D., University of Miami
- FRIESER, Barry; Director, Food Services; B.A., Brandeis University
- FULTON, Jane; Professor of Health Services Administration; B.S., M.S., Ph.D., University of British Columbia
- GALLAGHER, Charles A.; Professor of Management; B.S.E.E., Illinois Institute of Technology; M.E.E., University of Florida; M.S.M., Florida State University; D.B.A., Florida State University
- GANNON, Jay; Assistant Director of Student Activities; B.A., Barry University; M.A., Barry University
- GASSO, Teresa M.; Transcript Evaluator, Office of Admissions; B.S., Kennesaw College
- GEHRET, Steve; Associate Vice President for Finance; B.S., St. Edwards University; C.P.A., Florida
- GELLENS, Virginia; Professor of English, B.A. Seton Hill College; B.S.N., Case Western Reserve University; M.B.A., M.S., M.S.W., Barry University; D.A., The Catholic University of America
- GERBER, Cheryl S.; Executive Assistant to Vice President for Business and Finance; B.L.S., M.S., Barry University
- GIBSON, Sandra; Associate Professor of Nursing; B.S.N., Tuskegee University; M.S.N., East Carolina University; Ed.D., Nova University
- GILLIG, Scott Edward; Associate Professor of Counseling; B.A., M.ED., Ph.D., University of Toledo
- GIORDANO, Victoria A.; Graduate Program Administrator School of Education; B.S. and M.S., Nova University; Doctoral candidate Florida International University
- GIRAUD, Roger A.; Publications Specialist, University Relations; A.S., Art Institute of Fort Lauderdale
- GOCHENOUE, John E.; Associate Professor of Management; B.S., University of Maryland; M.B.A., University of Maryland; Ph.D., Florida Institute of Technology
- GOEHL, John F., Jr.; Professor of Physics; B.S., University of Notre Dame; Ph.D., University of Notre Dame
- GONZALEZ, Josefina; Payroll Specialist, Business and Finance Division
- GOTTLIEB, JoAnn K.; Assistant Professor of Nursing; B.S., M.S.N., Adelphi University

- GRAY, Patrick; Director, Educational Leadership Program; Associate Professor of Education; B.S., Florida State University; M.Ed., Florida Atlantic University; Ed.S., Ed.D., University of Florida
- GRIFFIN, Michael; Associate Vice President for Student Services; B.A., Siena Heights College; M.A., Siena Heights College; Doctoral Candidate, Nova Southeastern University
- GRIMES, Carrie; Transcript Evaluator; Admissions Office
- GRISSOM, Steven B.; Bookstore Manager; B.S., Florida International University
- GRIZZLE, Gary; Assistant Professor of Sociology; B.A., Florida Int'l University; M.S., Florida State University; Ph.D., Northwestern University
- GROOM, Jeffrey A.; Assistant Professor of Anesthesiology; B.S., University of Missouri; B.S.N., M.S., Barry University; M.S., Connecticut State University
- GUEST, John C.; Director, ACE Admissions, School of Adult and Continuing Education; B.S., Barry University; M.Ed., Florida Atlantic University
- GWISE, Thomas E.; Associate Professor of Education; B.G.S., Chaminade College; B.A., M.A., University of Hawaii; M.A., Pepperdine University; Ed.D., Florida Atlantic University
- HACKER, Marcia; Assistant Professor of Nursing; B.S.N., M.S.N., Barry University
- HANSON, Carole F.; Graduate Counselor, Financial Aid; B.P.S., Barry University
- HARALAMBIDES, James; Associate Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas
- HARRIS-LOOBY, Judy; Assistant Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami
- HATKER, Jane; Assistant Professor of Nursing; B.S., Florida State University; M.S.N., University of Florida
- HAURI, Claudia; Associate Professor of Nursing; B.S.N., Barry University; M.S.N., University of Colorado; Ed.D., University of Florida
- HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland
- HENSON, James M.; Associate Professor of Management Information Systems; B.S., University of West Florida; Ph.D., University of Memphis
- HERVITZ, Hugo; Professor of Economics and Finance; B.A., Hebrew University; M.Sc., University of London; M.A., University of Pittsburgh; Ph.D., Indiana University
- HICKS, Leta E.; Associate Professor of Sport and Exercise Sciences; Chair, Sport and Exercise Sciences; Coordinator, Physical Education and Graduate Programs; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University
- HINTON, Diana M.; Academic Advisor, School of Adult and Continuing Education; B.S., Coppin State College; M.S., Barry University
- HOCHMAN, Judith Whiteman; Associate Dean of Continuing Education Programs, School of Adult and Continuing Education; B.S., Wilkes College; M.A., Marywood College; Ed.D., Temple University
- HOCK, Jean; Assistant to the Director, Residential Life; B.A., M.S., Barry University
- HODGES, Laura J.; Director of Disability Services, Division of Student Services; B.A., Florida International University; M.S., Barry University
- HOPKINS, Sheila J.; Assistant Professor of Nursing; B.S., Central Connecticut State University; M.S.N., University of Connecticut
- HOUGHTON, Charlene; Director, Undergraduate Programs; Instructor in Education; B.S., James Millikin University; M.Ed., University of Miami
- HOUSE, Lynn J.; Associate Professor of Education; B.A., University of New Orleans; M.A., Furman University; Ph.D., University of Mississippi
- HOUSTON, Yvonne; Assistant Professor of Dance, Fine Arts Department; B.F.A., New York University; M.A., Teachers College, Columbia University
- HUBSCHMAN, Betty Gould; Assistant Professor of Education; B.A., Florida Atlantic University; M.S., Ed.D., Florida International University
- HUDACK, Lawrence R.; Associate Professor of Accounting; B.B.A., M.B.A., Bonaventure University; Ph.D., University of North Texas
- HUMESTON, H. Dart; Associate Director of Financial Aid; B.L.S., M.S., Barry University
- HURLEY, O.P., Sister Marie Carol; Professor Emerita of Humanities; B.A., Siena Heights College; M.A., The Catholic University of America
- HUTCHISON, Dane; Area Coordinator, Residential Life; B.A., Boston College

- IOZZIO, Mary Jo; Assistant Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University
- JACKSON, O.P., Sr. Myra; Associate Vice President for Human Resources; B.A., Barry University; M.B.A., Barry University
- JAGADISH, Mysore; Associate Professor of Mathematical Sciences; M.Sc., University of Mysore; M.S., Ph.D., University of Miami
- JEHLE, O.P., Sister Dorothy; Professor Emerita of English; Director of Archives; B.A., College of St. Francis; M.A., John Carroll University; Ph.D., Loyola University
- JOHNSON, O.P., Sister Margaret Mary; Vice President for Planning, Research and Evaluation; B.A., Marygrove College; M.A., Siena Heights College; Ed.D., Wayne State University
- JUNGBAUER, Mary Ann; Professor Emerita of Chemistry; B.A., Immaculate Heart College; M.S., Ph.D., University of Notre Dame
- KAPLAN, Marie; Special Project Coordinator, Financial Aid
- KEGELES, Sharon; Instructor in Sport and Exercise Sciences; B.S., Barry University
- KINZEL, Rochelle; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College
- KNIBBS, Kenneth; Support Services Manager, Business and Finance Division
- KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University
- KOPERSKI, SFCC, Sr. Veronica; Associate Professor of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., S.T.L., Ph.D., S.T.D., Catholic University of Louvain (Belgium)
- KREBS, Charles E.; Associate Professor of Education; Director, Family Enrichment Center; B.A., Indiana University of Pennsylvania; M.Ed., Ph.D., University of Pittsburgh
- KUSHI, Harold (Terry); Manager, Network Services; Division of Information Technology
- LaBAHN, Patricia D.; Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science; B.A., Creighton University; M.A., University of Dayton; M.B.A., Barry University; Ph.D., Saint Louis University
- LaBARRIE, Ronald; Director of Student Financial Services; B.S., M.B.A., Barry University
- LAIRD, Maribel M.; Data/Systems Coordinator
- LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., SUNY at Stonybrook
- LANDA-GONZALEZ, Belkis; Assistant Professor of Occupational Therapy; B.S., University of Miami; M.S., Florida International University
- LaROCHELLE, Diane; Professor of Nursing; B.S., M.S., Ph.D., University of Connecticut
- LASH, Lewis W.; Associate Professor of Management, School of Business; B.S., Central Michigan; M.A., University of Michigan; D.B.A., Nova University
- LASH, Patricia; Assistant Professor of Management Information Systems; B.A., University of Tennessee; M.S., Georgia Institute of Technology; Ph.D., Florida International University
- LAUDAN, Ralph; Associate Dean, School of Natural and Health Sciences; Associate Professor of Biology; B.S., Fairleigh Dickinson University; M.S., Fairleigh Dickinson University; Ph.D., Rutgers University
- LAUER, Adriene; Assistant Professor of Occupational Therapy; B.S., Thomas Jefferson University; M.S., Barry University
- LeBLANC, Patty; Coordinator, ECT Program in Orlando; Assistant Professor of Education; B.A., West Texas State University; M.A., Eastern Kentucky University; Ph.D., University of Miami
- LEE, J. Patrick; Provost/Senior Vice President for Academic Affairs; Professor of French; B.A., Brescia College; Ph.D., Fordham University
- LEEDER, Ellen Lismore; Professor of Spanish; Doctora en Pedagogia, Universidad de La Habana, Cuba; M.A., Ph.D., University of Miami
- LENNON, Ron; Professor of Marketing, School of Business; B.A., Long Island University; M.B.A., University of Baltimore; Ph.D., University of Maryland
- LENTIN, Linda S.; Instructor in Undergraduate Education, School of Education; B.A., University of Miami; M.A., Nova University
- LEVASSEUR, Marie Ange; ACE Admissions Counselor; B.L.S., Barry University
- LEVINE, Joel; Director of Educational Computing and Technology Programs, School of Education; Associate Professor of Education; B.A., University of So. Florida; M.S., Florida Int'l University; Ed.S., Nova University; Ed.D., Florida Int'l University

- LIFTIN, Elaine; Associate Dean of Undergraduate Education; Associate Professor of Education; B.A., M.A., Hunter College; Ed.D., University of Miami
- LIN, Peter; Associate Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., Johns Hopkins University
- LITTLE, Daniel J.; Assistant Professor of Nursing; B.S., M.B.A., Nova University; M.S.N., Florida Atlantic University
- LITTLEFIELD, Deborah Megan; Assistant Director, Financial Aid, Enrollment Services; B.F.A., Barry University
- LIZAMA, Silvia; Associate Professor of Art; B.F.A., Barry University; M.F.A., Rochester Institute of Technology
- LONDONO, Edward Andrew; Director of Campus Recreation; B.A., M.A., Florida International University
- LORENZO-LUACES, Graciela; Director of Information Management, Division of Enrollment Services; B.S., Florida International University
- LOWENSOHN, Suzanne; Assistant Professor of Accounting; B.S., M.Acc., University of South Florida; Ph.D., University of Miami
- LUCAL, Eric; Manager of Processing and Distribution Center; Division of Enrollment Services
- LUNA, Eduardo; Professor of Mathematics; B.S., University of Havana; M.A., Ph.D., The Catholic University of America
- MADDEN, O.P., Reverend Daniel P.; Associate Professor of Theology; B.S.C., DePaul University; B.Ph., B.Th., Aquinas Institute of Philosophy; L.Th., S.T.D., St. Paul University; M.Th., Ph.D., University of Ottawa
- MADDERN, David H.; Instructor in Music; B.M., University of Miami; M.M., University of Miami
- MAGUIRE, R.S.M., Sr. Anastasia; Counselor, Career and Counseling Center; B.Ed., Queens University, Belfast; M.S.W., Barry University
- MANDERSON, Nigel; Financial Aid Counselor; B.B.A., Florida Atlantic University
- MARINAS, Carol; Assistant Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University
- MARKS, Jacqueline; Coordinator, Undergraduate Evening Business Programs, School of Business; B.A., University of South Florida; M.A., University of Florida
- MARTINEZ, Oilda; Director, South Dade County, School of Adult and Continuing Education; B.A., M.A., Hunter College; Doctoral Candidate, Nova University
- MASON, Alan; Assistant Professor of Music; B.M., M.M., Manhattan School of Music; D.M.A., University of Miami
- MAXWELL, Nancy Kalikow; Head of Reference Services; B.A., M.L.S., University of Missouri
- MAYBEE, Richard; Assistant Professor, Behavior Sciences/Speech, School of Adult and Continuing Education; B.S., M.A., Central Michigan University; Ph.D., University of Nebraska
- McCRATH, Steven; Head Coach Men's Soccer; B.A., M.S., Seattle Pacific University
- McCREADY, Christine D.; Executive Assistant to the Provost/Vice President for Academic Affairs; B.P.S., Barry University
- McCULLOUGH, Alfred J.; Director of Marketing for Adult and Continuing Education; B.B.A., Iona College; M.B.A., New York University
- McDONOUGH, Mary Eileen; Associate Vice President for Student Services; Professor of Education; NCAA Faculty Athletic Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova Southeastern University
- McGOVERN, Sean; Admissions Counselor, Division of Enrollment Services; B.A., M.A., Barry University
- McINTOSH, Paul; Chief Systems Engineer; B.S., M.B.A., Barry University
- McKAY, Marilyn; Associate Professor of Humanities/Theatre, School of Adult and Continuing Education; B.A., University of Denver; M.A., University of South Dakota; Ph.D., University of Georgia
- McNALLY, Anne; Accounts Payable Assistant, Business and Finance Division
- McQUAY, Joseph; Director, External Communications; A.B., University of North Carolina at Chapel Hill; M.B.A., Barry University
- MELIS, Celia; Associate Director of Graduate Financial Aid; B.A., University of Miami
- MELODY, Michael E.; Professor of Political Science; B.S., St. Joseph's University; M.A., Ph.D., University of Notre Dame

- MENDEZ, Jesus; Assistant Dean; Chair, Department of Interdisciplinary Studies; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin
- MILLER, Gregory; Dean of Enrollment Services; B.A., Millik University; M.A., University of Illinois - Sangamon
- MERVES, Esther S.; Assistant Professor of Sociology and Criminology; B.S.S.W., M.A., Ph.D., The Ohio State University
- MIER, Constance M.; Assistant Professor of Exercise Science; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MILLER, Neill L.; Assistant to the Dean, Human Performance and Leisure Sciences; Coordinator of Instructional Activities in Sport and Recreation; Associate Professor of Physical Education; B.A., University of Denver; M.S., Smith College
- MILLER, William J.; Assistant Professor of Nursing; B.S.N., University of Pennsylvania; M.S.N., University of Pennsylvania
- MIRANDA, Elsie M.; Associate Campus Minister; B.S., University of Florida; M.A., Boston College
- MITCHELL, Douglas; Director, Occupational Therapy Program; B.S., Eastern Michigan University; M.S., Wayne State University
- MOLNAR, David A.; Director, Institutional Research; Associate Professor of Economics; B.A., Yale University; M.A., Ph.D., Harvard University
- MONTAGUE, Deborah F.; Assistant to the Dean, School of Natural and Health Sciences; B.S., Syracuse University; M.B.A., Barry University
- MONTAGUE, Jeremy; Professor of Biology; B.S., SUNY at Geneseo; M.S., Kent State University; Ph.D., Syracuse University
- MONTI, Joseph J.; Director of Grant Programs, Planning, Research and Evaluation; B.A., University of Pittsburgh; M.B.A., St. Bonaventure University
- MOODIE-HUGHES, Carline E.; Admission Counselor; B.S., Iona College; M.S., Nova University
- MOORE, O.P., Sister Alice Joseph; Professor Emerita of Education; B.Ph., Siena Heights College; M.A., Ph.D., The Catholic University of America
- MOOREHEAD, Theresa; Manager of Business Services; B.A., Barry College; M.B.A., Barry University
- MOO YOUNG, Sharon; Associate Director, Graphics/Printing; B.F.A., Barry University
- MORGAN, J. Dianne; Administrative Aide to the President; B.L.S., Barry University
- MORRELL, Stephen O.; Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORRIS, Michele M.; Assistant Vice President for University Relations; B.S., Troy State University
- MORRISSEY, William P.; Senior, Reference Librarian, Library; B.A., University of Kansas; M.S.L.S., Florida State University
- MUDD, Laura; Associate Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida
- MULRY, IHM, Sister Loretta; Dean, School of Adult and Continuing Education; A.B., Marywood College; M.S., Marquette University; Ed.D., Rutgers University
- MUNHALL, Patricia L.; Professor of Nursing; B.S.N., Fairleigh Dickinson University; M.A., New York University; Ed.D., Columbia University
- MURPHY, Ann S. Carneal.; Professor of Education; Director, Reading Program; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami
- MURRAY, Caroline; Special Events Coordinator, Institutional Advancement; B.S., B.A., University of Florida
- MUSCARELLA, Frank; Assistant Professor of Psychology; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville
- NANCE, Horace; Maintenance Manager, Business and Finance Division; B.S.E., Southern Illinois University
- NAVAS, Lisa M.; Head Coach, Women's Softball; Instructor in Physical Education; B.S., Oklahoma City University
- NEAL, Stephen S.; Assistant Professor of Theatre; B.A., Louisiana State University; M.F.A., Florida State University
- NICHOLS, David; Head Coach, Women's Volleyball; B.A., U.C.L.A.
- NICKERSON, Inge; Associate Professor of Management; B.S., M.B.A., D.B.A., Louisiana Tech University
- NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami

- O'CALLAGHAN, Sr. Marguerite; Project Archivist; B.A., Siena Heights College
- ODIO, Cesar T.; Instructor in Sport and Exercise Sciences/Head Athletic Trainer; B.S., Florida Southern College; M.S., Nova University
- O'DONNELL, O.P., Sister Marie Joannes; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America
- O'GRADY, Reverend John F.; Professor of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University
- O'LAUGHLIN, O.P., Sister Jeanne; President; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- OLIVER, Billie Mark; Assistant Professor in Broadcast Communication; B.A., Auburn University; M.A., Auburn University
- OLSON, Eric D.; Assistant Professor, Legal Studies, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; J.D., University of Florida
- O'NEIL, Jeffrey T.; Head Athletic Trainer; B.S., Florida State University; M.S., University of Miami
- O'NEILL, Philip M.; Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia University
- ORDOUKHANI, Nassar; Associate Professor of Mathematics; M.A., Tehran University; M.A., Teacher's College; M.S. and Ph.D., North Carolina State University
- ORMAN, Richard; Associate Professor of Public Administration; School of Adult and Continuing Education; B.S., State University of New York; M.R.P., Ph.D., Syracuse University
- ORTEGA, Lissette D.; Financial Aid Undergraduate Counselor; B.B.A., Florida International University
- PACKERT, Gerhild; Assistant Professor of Biology; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PALOMINO, Judith; Director, Records, Institutional Advancement; B.S., Barry University
- PAN, Victor; Associate Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph. D., University of South Florida
- PAPES, Kathleen A.; Assistant Professor of Nursing; Assistant to the Dean, School of Nursing; B.S., Russell Sage College; M.A., Teachers College, Columbia University; Ed.S., doctoral candidate, Florida Atlantic University
- PARNS, Merryle; Assistant Professor of Nursing; B.S., University of Miami; M.S., Florida International University; M.S.N., Boston University
- PATTERSON, Jack; Grounds Manager, Business and Finance Division
- PAYNE, Stephen A.; Assistant Professor of Educational Computing and Technology; B.S., Clemson University; M.S., Ph.D., Barry University
- PEREZ, Nancy; Director of Purchasing
- PEREZ-VENERO, Daniele; Reference Librarian; B.A., Florida State University; M.L.S., San Jose State University
- PERKEL, Linda K.; Assistant Professor of Nursing; B.S.N., University of Florida; M.S.N., University of Miami
- PEROUNE, Denise; Assistant Director for Academic Publications, Advertising and Marketing; B.S., University of West Indies; M.S., Barry University
- PETERSON, Linda M.; Associate Dean, School of Arts and Sciences; Chair, Psychology Department; Professor of Psychology; B.S., University of Illinois; M.S., University of Miami; Ph.D., University of Miami
- PETTINATO, Kimberly A.; Coordinator, Student Activities; B.A., M.S., Barry University
- PICHE, O.P., Sister Evelyn; Dean, School of Education; Professor of Education; B.A., Siena Heights College; M.A., Siena Heights College; Ph.D., Michigan State University
- PINE, Nancy M.; Director, Library Services; B.A., M.L.S., University of Pittsburgh
- PINTO, Claudette; Assistant Professor of Nursing; B.S.N., University of Miami; M.S.N., Barry University
- PITTMAN, John C.; Associate Professor of Education; B.S., Bethune-Cookman College; M.A., Fisk University; Ed.S., University of Florida; Ed.D., University of Miami
- POWELL, Toni; Associate Professor of Education; Director, HRDA Program; B.S., Carnegie-Mellon University; M.S., Ph.D., Florida State University
- POZA, Jose J.; Marketing Director, Andreas School of Business; B.B.A., Florida International University

- PUGH, David S.; Counselor, Career and Counseling Center; B.A., M.A., Barry University
- QUINN, Dennis; Associate Professor of English, School of Adult and Continuing Education; B.A., M.A., Ph.D., Bowling Green State University
- RADELOFF, Deanna J.; Professor of Education; B.S., Bowling Green State University; M.S., The Ohio State University; Ed.S., University of Toledo; Ph.D., University of Michigan
- REDWAY, Flona; Assistant Director of MARC and MBRS Program; Assistant Professor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England
- REDWAY, Glendon; Computer Systems Analyst; B.Sc., M.Phil, University of the West Indies
- REED, Jill Mitchell; Assistant Professor of English; Director of The Learning Center and the CAL Program; B.S., Columbia University; M.A.L.S., SUNY, Stony Brook
- REILLY, Joan; Assistant Director, Cardiovascular Perfusion Program; B.A., Ladycliff College; M.S., Barry University
- RICARDI, Nina M.; System Administrator, Administrative Data Center; B.P.S., Barry University
- RICE, O.P., Sister Ellen Marie; Assistant to the Dean; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin
- RICE, O.P., Sister Eileen; Professor Emerita of History; Director of Oral History; B.A., Siena Heights College; M.A., University of Detroit; Ph.D., The Catholic University of America
- RIOS, Giselle Elgarresta; Assistant Professor of Music; B.M., M.M., D.M.A., University of Miami
- RIPLEY, Hugh W.; Dean Emeritus, University Library; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University
- RIVEIRA, Joyce, Director, Annual Fund; B.S., M.B.A., Barry University
- ROBBINS, Michael; Director, Palm Beach County, School of Adult and Continuing Education; B.A.E., University of Florida; M.Ed., Florida Atlantic University; Ed.D., Nova University
- RODRIGUEZ, Angel (Fred); Director, Accounting; B.B.A., University of Miami
- RODRIGUEZ, Arturo E; Assistant Professor of Natural Sciences, Academic Coordinator, Mathematics and Natural Sciences, School of Adult and Continuing Education; B.S., University of Havana, Cuba; M.S., Institute of Chemistry and Experimental Biology, Academy of Sciences, Cuba; Ph.D., Institute of Meteorology, Academy of Sciences, Cuba
- ROHLFS, Filomena; Assistant Registrar; B.P.S., Barry University
- ROJAS, Marga; Assistant Director, Billing and Data Processing, Student Account Services
- ROKHFELD, Mark; Coordinator, Math Lab;
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; Coordinator, Physical Education; B.S., Ed.D., University of Massachusetts; M.A., University of North Carolina
- ROSENBLATT, Andrea F.; Associate Professor of Education; B.Ed., M.Ed., Ed.D., University of Miami
- ROSTOCK, Barbara; Assistant Professor of Nursing; B.S.N., M.S.N., Barry University
- RUBIN, Joyce L.; Assistant Professor of Education; B.A., M.S., Brooklyn College; Ed.D., Nova Southeastern University
- RYDER, Maritza; Executive Assistant and Operations Manager, School of Human Performance and Leisure Sciences; B.L.S., Barry University
- SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University
- SAMIEC, Paula Sue; Assistant Professor of Biology; B.S., Barry University; Ph.D., Emory University
- SAMPLE, John; Part-time Director, Tallahassee, School of Adult and Continuing Education; M.S., St. Thomas University; B.S., Ph.D., Florida State University
- SAMRA, Rise J.; Associate Professor of Communication; B.A., Western Michigan University; M.A., University of Michigan; Ph.D., University of Arizona
- SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University
- SANBORN, Allen F.; Associate Professor of Biology; B.S., M.S., Ph.D., University of Illinois

- SANDERS, Edwina; Director, Collier and Lee Counties, School of Adult and Continuing Education; B.P.S., M.A., Barry University
- SAUSE, John P.; Professor of Theology; B.A., Iona College; M.A., Manhattan College; M.S., Biscayne College; Ph.D., Florida State University; M.J., Loyola University School of Law
- SCARBOROUGH, Ellen; Academic Advisor, School of Adult and Continuing Education; B.S., University of Virginia; M.S., Florida International University
- SCARBOROUGH, Jack W.; Dean, School of Business; Professor of Management; B.S., U.S. Coast Guard Academy; M.B.A., University of Hawaii; Ph.D., University of Maryland
- SCHANFIELD, Lillian; Professor of English; B.Ed., University of Miami; M.A., University of Montreal; M.B.A., Barry University; M.ST., University of Oxford; Ph.D., University of Miami
- SCHANTZ, Shirley R.; Assistant Professor of Nursing; B.S.N., Pennsylvania State Univ.; M.S.N., University of Pennsylvania; Ed.D., Nova Southeastern University
- SCHOLLMEYER, Grace Merino, University Registrar Emerita; B.A., M.S., Barry University
- SCHOOLCRAFT, Victoria; Associate Dean, School of Nursing; Professor of Nursing; B.S.N., University of Oklahoma; M.S.N., University of Texas; Ph.D., University of Oklahoma
- SCOTT, Angela; Assistant Dean, Division of Enrollment Services / Director of Financial Aid; B.S., Barry University
- SCULLY, Robert E.; Assistant Professor of Professional Administration; School of Adult and Continuing Education; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University
- SEGAMI, Carlos; Associate Professor of Mathematics and Computer Science; B.S., Universidad Nacional de Ingenieria, Lima, Peru; M.A., University of Kansas; Ph.D., University of North Carolina
- SHERMAN-MOELLER, Desh; Administrative Assistant for Graduate Programs and Marketing Representative, Department of Sport and Exercise Sciences; B.S., Barry University
- SHIELD, O.P., Sister Judith; Associate Professor Emerita of Economics; Ph.B., Siena Heights College; M.A., The Catholic University of America
- SHINE, Agnes; Associate Professor of Psychology and Director, School Psychology Program; B.A., M.A., SUNY, Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University
- SIENA, O.P., Sister Marie; Professor Emerita of Education; B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University
- SIMPSON, Traci A.; Assistant Vice President for University Administrative Data; B.S., Barry University
- SINGER, Maria; Instructor in Education; B.A., Villanova Catholic University, Havana, Cuba; M.S., Barry University
- SIRIMANGKALA, Pawena; Assistant Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SKARUPPA, Cindy; Associate Professor of Education; B.S., M.A., Ohio State University; Ed.D., University of Miami
- SMITH, Allen; Associate Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, Carol; Assistant Professor of Nursing; B.S.N., M.S.N., Rhode Island College
- SMITH, E. Timothy; Professor of History; Chair, History and Political Science Department; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITLEY, Bruce; Assistant Director of CAL Program; B.S., Huntington College; M.S., Indiana University; Doctoral candidate, University of Miami
- SOLLA, Beryl L.; Associate Professor of Art; B.F.A., Florida Int'l University; M.F.A., University of Miami
- SORDELLINI, Rita J.; Dean of Students; B.S., M.S., Ed.S., Barry University
- SPRINGER, Tonya; Senior Programmer Analyst, Planning; B.S., Barry University
- STARRATT, Christopher; Associate Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- STECHSCHULTE, O.P., Sister Agnes Louise; Professor of Biology; B.S., Siena Heights College; M.S., University of Detroit; Ph.D., The Catholic University of America
- STEWART, Bobbie J.; Professor of Biology; B.S., John B. Stetson University; M.S., John B. Stetson University; Ph.D., North Carolina State University
- STILLINGS, Christine; Reference Librarian
- STIVERS, Dana L.; Academic Advisor, School of Adult and Continuing Education; B.A., M.A., Syracuse University

- STOCK, Stephanie; Coordinator, Scholarship and Student Employment, Financial Aid Office; B.A., Hamilton College; M.S., Northeastern University
- STRUGANOVA, Irvina; Visiting Assistant Professor of Chemistry; B.S., Ph.D., Moscow State University
- SUAREZ, Joanne M., Director, ACE Computer Services; B.L.S., Barry University
- SUAREZ, S.J., Reverend Pedro; Professor of Mathematics; Chair, Mathematics and Computer Science Dept.; B.A., Fordham University; M.S., University of Miami; M.Div., Loyola University of Chicago; M.S., Ph.D., Northwestern University
- SUNSHINE, Edward R.; Associate Professor of Theology; B.A., M.A., Loyola Univ. of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUPERFISKY, Sister Phyllis, O.S.F.; Assistant to the Dean, School of Education; Coordinator, Catholic Educational Leadership Program; Associate Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College
- SUPRAN, Ellen; Instructor in Education; B.Ed., University of Miami; M.Ed., University of Nebraska; Ed.S., Nova University
- SWANER, Ann; Associate Professor of Theology, School of Adult and Continuing Education; B.A., University of Toronto; Ph.D., Univ. of Iowa
- SZUCHMAN, Lenore T.; Associate Professor of Psychology; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida Int'l University
- TEITZMAN, Peter A.; Associate Professor of Humanities; School of Adult and Continuing Education; B.A., Hofstra University; M.A., Adelphi University; M.Ed., Ed.D., Columbia University
- TESTA, Ronald J.; Associate Professor of Behavioral Sciences; School of Adult and Continuing Education; B.A., University of Connecticut; M.A., Ph.D., University of South Florida
- THOMPSON, Fred G. Jr.; Manager, Mail Center, Business and Finance Division; B.B.A., University of Texas; M.B.A., Barry University
- TOBACK, Dennis M.; Associate Professor and Program Director of Health Services Administration; B.S., University of Pittsburgh; M.Ed., University of Florida; Ed.D., Florida Atlantic University
- TULLOSS, Ijya C.; Associate Professor of Education; Program Director, Montessori Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University
- TUREEN, Richard M.; Assistant Professor of Counseling; B.B.A., University of Miami; MEd., St. Louis University; Ph.D., Nova University
- TURNER, Valerie; Director, Academic Advertising, Publications and Marketing; B.A., Douglass College, Rutgers University; M.Phil., Drew University
- TUTTLE, Marc; Coordinator, Facilities and Marketing, School of Human Performance and Leisure Sciences; B.S., Central Missouri State University
- TYLER, Michael; Assistant Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida Int'l University
- ULLOA, Freddy E.; Associate Vice President for Facilities Management; B.S., Barry University; M.B.A., Barry University
- URITUS, Ronald M.; Associate Professor of Philosophy; A.B., M.A., John Carroll University; M.B.A., Barry University; Ph.D., St. Louis University
- URTIAGA, Teresita (T) Gomez; Director of Special Events, Institutional Advancement; B.S., University of Florida
- VEGA-BONILLA, Francisco; Associate Campus Minister; B.A., St. John Vianney College; M.A., St. Vincent de Paul Regional Seminary
- VILBAS, Phyllis; Executive Assistant to Associate Vice President for Human Resources
- VILLEMURE, O.P., Sister Paul James; Professor of Mathematics; B.S., Siena Heights College; Ph.D., University of Notre Dame
- VIZCAINO, Reverend Mario B.; Director, South East Pastoral Institute; B.A., S.T.L., D.T.S., Gregorian University; M.A., The Catholic University of America; Ph.D., Gregorian University
- WAHLERS, Kathy J.; Associate Professor of Communication; Chair, Department of Communication; B.S., University of Alabama; M.S., Florida State University; Ph.D., Florida State University
- WALKER, Hal J.; Associate Professor of Sport and Exercise Sciences; Brock University; Ph.D., The Ohio State University
- WALKER, Stephanie; Director, Computer Services for Student Services; B.S., M.S., Barry University

- WANKO, George J.; Vice President for Student Services; Professor of Education; B.S., Pennsylvania State Univ.; M.S., Syracuse University; Ph.D., The Catholic University of America
- WEBB, George; Director of Facilities Management; B.S., Southern Illinois University
- WEBER, J. Michael; Assistant Professor of Marketing; B.S., University of Florida; M.B.A., University of West Florida; Ph.D., Louisiana State University
- WEBSTER, Michael; Director, Orlando Area, School of Adult and Continuing Education; B.L.S., Barry University; D.C., Doctor of Chiropractic Medicine, Life Chiropractic College
- WEDIG, O.P., Rev. Mark; Assistant Professor of Theology; Chair, Theology Department; B.A., Southern Methodist University; M.Div., M.A., Graduate Theological Union; Ph.D., The Catholic University of America
- WEINFELD, Herbert F.; Instructor in Education; B.S., Temple University; M.Ed., Florida International University
- WEYMAN, Debra Archibald; Registrar; B.S., Barry University
- WHITE, Roger; Instructor in Sport and Exercise Sciences; Head Coach, Men's Golf
- WHITTAKER, Madeleine G.; Senior Associate Director of Admission/Director of Transcript Evaluation; B.S., Chestnut Hill College; M.Ed., SUNY at Buffalo
- WICKER, John; Director, Liturgical Music; B.A., University of Miami
- WOLFORD, Norman R.; Associate Dean; Director, M.S. in Anesthesiology Program; Professor of Anesthesiology; B.S., Our Lady of Holy Cross College; M.A., M.S., Xavier University of Louisiana; Ed.D., Nova University
- WOLMAN, Clara; Assistant Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota
- WORLEY, Mary Rode; Manager, David Brinkley Studio; A.A., A.S., Miami-Dade Community College; B.A., Barry University
- WOYCHOWSKI, Vincent C.; Director of Graphics/Printing
- WRIGHT, David Brian; Assistant Professor of Biology; B.A., University of Florida; M.S., University of Nebraska; Ph.D., University of Massachusetts
- YBARRA, Miguel A.; Assistant Professor of Education; B.A., M.Ed., Southwest Texas State University; Doctoral Candidate, University of Wisconsin
- YOUNG, Dianne; Director of Marketing, Treasure Coast, School of Adult and Continuing Education; B.S., Northern Illinois University; M.B.A., DePaul University
- YOUNG, Stanley; Director of Security; B.P.S., Barry University
- ZUNIGA, Alicia; Assistant Professor of Biology; Director, B.S. in Biology / MLS Program, Histotechnology Track; B.S., Catholic University of Chile; M.S., Florida International University; Ph.D., Nova University

INDEX

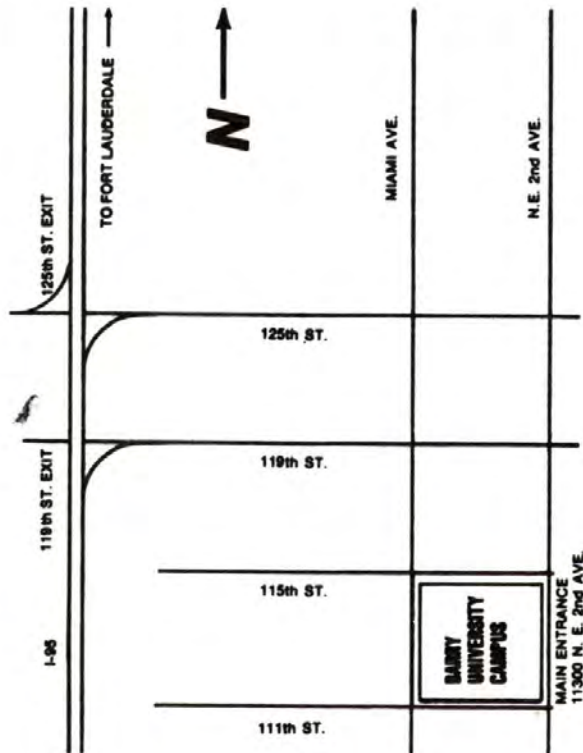
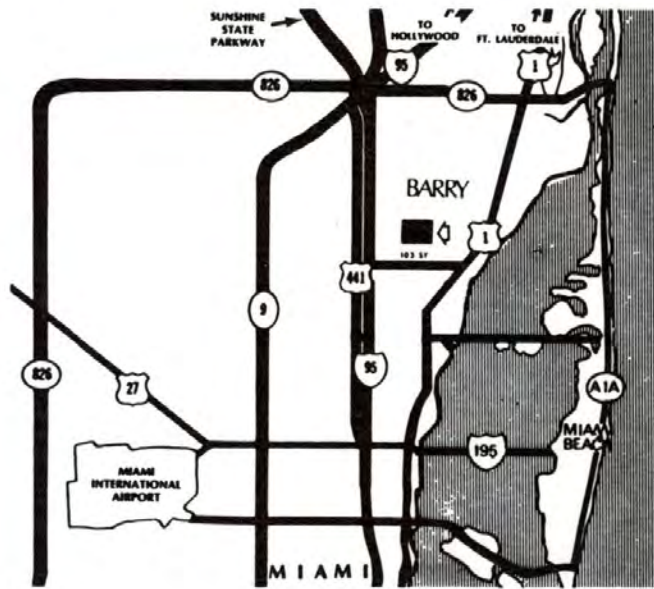
Academic Calendar	3	Business, Andreas School of	152
Academic Dishonesty	43	Business Minor	155
Academic Information	30	Campus Interchange Program	37
Academic Resources	45	Campus Organizations	23
Accounting, B.S.	154	Campus Recreation Office	170
Accreditation and Memberships	6	Campus Store	20
Adapted P.E. Endorsement	174	Cardiovascular Perfusion, B.S.	205
Address, University Telephone	2	Career and Counseling Center	19
Administration and Faculty	227	CAL Program	47
Administrative Organization	221	Central Computing	52
Admission	11	Ceramics, B.A.	99
Adult and Continuing Education (ACE)	57	Change of Major or School	34
Advertising (B.A.)	81	Change of Status	15
Advertising Minor	82	Chemistry	133
Advisors	30	Chinese	97
Allied Health Professions	192	Chorale	23
Alumni Association	23	Class Adjustments	31
Americans with Disabilities Act	211	Class Load	34
Anthropology	143	CLAST Test	45
Appeal of Grades	40	Clubs and Organizations	23
Archives	9	Coaching Endorsement	176
Art, B.F.A., B.A.	98	Coaching Staff	170
Articulation Agreements	14	Communication Studies, B.A.	83
Arts and Sciences, School of	75	Communication, Department of	81
Athletic Grants	29	Community College Articulation Agreements	14
Athletic Training, B.S.	179	Computer Imaging Track	99
Athletics, Intercollegiate	170	Computer Science, B.S.	127
Attendance	30	Computer Science Minor	129
Bachelor of Liberal Studies (B.L.S.)	59	Computer Science Minor (Business)	155
Bachelor of Professional Studies (B.P.S.)	58	Computer Science, K-12 Certification	129
Bachelor of Public Administration (B.P.A.)	60	Computing Services	52
Bachelor of Science in Legal Studies (B.S.L.S.)	63	Contents, Table of	4
Barry Singers and Chorale	23	Continuing Education, School of Adult and	57
BEC Program (Barry Early Credit)	51	Counseling Services	19
Biology, B.S. (Professional Track, Pre-Med)	193	Credit/No Credit	35
Biology, B.S. (Non-Medical Track)	195	Criminology, B.S.	141
Biology, Biotechnology Track	194	Criminology, Minor	142
Biology, Ecological Studies	194	Cytotechnology, B.S.	192
Biology, Evening Program	200	Dance Minor	107
Biology for the Medical Laboratory Technician	200	Dean of Students	18
Biology, Marine	195	Dean's List	37
Biology Minors	196	Declaration of Major	34
Biomedical Science Post-Baccalaureate	207	Degrees and Majors, Graduate	38
Board of Trustees	220	Degrees and Majors, Undergraduate	33
Brinkley, David (Studio)	53	Departmental Proficiency Examination	34
Broadcast Communication, B.S.	82	Desktop	52
Buildings and Facilities	9	Diagnostic Medical Ultrasound Technology, B.S. ..	192

Disabled Student Services	21	Grievance and Appeals	40
Discounts	24	Guest Students	14
Dismissal	26	Health Center, University	20
Distance Education	53	Health Insurance	26
Distribution Requirements	32	Health Services Administration Program (ACE)	61
Diving Education Minor	179	Helpdesk	52
Drawing Track, B.A.	99	Histotechnology Track	200
Early Admission	12	History, B.A.	111
Ecological Studies (Biology)	195	History and Political Science, Department of	111
Economics/Finance, B.S.	154	History of the University	8
Economics Minor	155	Honor Societies	23
Education, School of	161	Honors Program	49
Elementary Education, B.S.	162	Housing	18
Employment, Student	27	Human Performance and Leisure Sciences, School of	169
Engineering, Dual Degree, B.S.	132	Humanities	119
English and Foreign Languages, Department of	88	Independent Study	84
English as a Second Language	163	Information Technology, Division of	52
English/Literature, B.A.	88	Instructional Activities, Sport and Recreation	190
English/Professional Writing, B.A.	89	Instructional Computing	53
English/Secondary Education, B.A.	89	Intercollegiate Athletics, Department of	170
Evening Business Program	153	Intercultural Center, O'Laughlin	21
Exceptional Student Education, B.S.	161	Interdisciplinary Majors	117
Exercise Science, B.S.	173	Interdisciplinary Non-Degree Programs	119
Exercise Science Minor	174	Interdisciplinary Studies, Department of	117
Exhibits and Recitals	23	International Business, B.S.	154
Expected Educational Results	32	International Students, Admissions	15
Expenses	24	International Student Services	15
Faculty	227	International Relations, B.A.	117
Faculty and Staff	227	Journalism Minor	84
Family Educational Rights and Privacy Act	9	Learning Center	45
Fees	24	Legal Studies Program	63
Financial Aid, Eligibility and Application	26	Liberal Studies, Adult and Continuing Education	59
Financial Aid Grants, Loans, Scholarships	27	Liberal Studies, Arts and Sciences	118
Financial Aid, Federal	27	Library Services	54
Financial Aid, State	28	Loans, Student	27
Financial Aid, Veterans Assistance	29	Majors, Change of	34
Financial Planning Concentration, ACE	64	Management, B.S.	154
Fine Arts, Department of	98	Management Information Systems, B.S.	154
Food Service	20	Marine Biology	195
Fraternity/Sorority	23	Marketing, B.S.	154
French, B.A.	93	Marketing Minor	155
Freshman Students	12	Mathematics and Computer Science, Department of	122
General Studies	37	Mathematical Sciences, B.S.	122
Geography	116	Mathematics Minor	128
Good Standing, Probation, Suspension	36	Medical Laboratory Technician, Biology, B.S.	200
Gordon Rule	34	Medical Leave Policy	41
Grade Appeal	40	Medical Technology, B.S.	192
Grade Reports	31	Mentor Program	18
Grading System	35	Mission and Ministry, Office of	18
Graduate Credit for Qualified Seniors	38	Mission Statement	7
Graduation Rate Data	9	Mobile Computing	54
Graduate Degrees and Majors	38	Music, B.M.	105
Graduation Requirements	32	Music Minor	105
Graduating with Honors	37		
Grants	27		

Network Services	53	Probation	36
Natural and Health Sciences, School of	191	Professional Administration, B.S.	64
Non-Degree Students	14	Professional Studies, B.P.S.	58
Notices	6	Professional Writing/English, B.A.	89
Nuclear Medicine Technology, B.S.	192	Psychology, B.S., Department of	137
Nursing, School of	209	Psychology Minor	137
Nursing, Accelerated Option, B.S.N.	214	Public Administration, Adult and Continuing Education	60
Nursing, Basic Option, B.S.N.	213	Publications	23
Nursing, L.P.N. to B.S.N. Option	214	Public Relations, B.A.	83
Nursing, R.N. to B.S.N./M.S.N. Option	214	Readmission and Change of Status	15
Nursing, Two-Year Option, B.S.N.	213	Recreation, Campus Office	170
Nursing, Three-Year Option	214	Refund Policy	25
Occupational Therapy, B.S.	202	Repeat Courses	36
Off-Campus Locations, Adult and Continuing Education	65	Request to Register at Another Institution	36
O'Laughlin Intercultural Center	21	Residential Life	18
Orientation, New Students	20	Right To Know, Students	8
Orientation Course Description	20	Room and Board	24
Painting and Drawing	99	ROTC	37
Payment Plan	25	Scholarships	27
Peace Studies	120	Second Bachelor's Degrees	38
Philosophy, B.A.	148	Servicemember's Opportunity College	66
Philosophy, Minor	149	Sexual Harassment	40
Photography, B.F.A., B.A.	102	Sociology and Criminology, Department of	139
Photography Certificate	103	Sociology, B.S.	139
Photography, Computer Imaging Track	103	Sociology Minor	139
Photography, Creative Track	102	Spanish, B.A.	95
Photography, Biomedical and Forensic	103	Spanish Minor	96
Photography, Photo/Communication Track	103	Speech	87
Physical Education, B.S.	174	Sport and Recreation, Instructional Activities	190
Physical Education Teacher Education (PE-TEP) ..	175	Sport and Exercise Sciences, Department of	171
Physical Sciences, Department of	133	Sport Management, B.S.	176
Physics	135	Sport Management-Diving Industry	177
Placement Testing	31	Sports Activities	22
Policies and Procedures	40	Sports Medicine-Athletic Training, B.S.	179
Political Science, B.S.	113	Student Accounts	24
Portuguese	97	Student Government Association	23
Pre-Dental, Biology	194	Student Life	18
Pre-Dental, Chemistry	133	Student Right to Know Act	8
Pre-Engineering	132	Student Services	18
PreK-Primary Education, B.S.	162	Student Teaching Requirements	163
Pre-Law, B.A.	118	Study Abroad	51
Pre-Medicine, Biology	194	Substance Abuse	42
Pre-Medicine, Chemistry	133	Summer Scholars Program	51
Pre-Medicine, Exercise Science	174	Summer Sessions	31
Pre-Medicine, Sports Medicine	182	Suspension	36
Pre-Optometry	194	Teaching Endorsement (P.E.)	176
Pre-Pharmacy, Biology	194	Testing Services	19
Pre-Pharmacy, Chemistry	133	Theater, B.A.	108
Pre-Physical Therapy	174	Theater, Acting Track	109
Pre-Physician Assistant (Biology)	196	Theater, Design/Technical Track	109
Pre-Podiatry	194	Theatre Presentations	23
Pre-Veterinary, Biology	194	Theology and Philosophy, Department of	144
Pre-Veterinary, Chemistry	133	Theology, B.A.	144
President's List	37	Theology Minor	145

TOEFL	16	Tuition Discounts	24
Transfer Credit Policies	13	Tuition Payment Plan	25
Transition in Language and Culture Program	48	University Life	8
Translation, Interpretation, Spanish Certificate	96	Veterans	29
Trustees	220	Withdrawal	25
Tuition and Fees	24	Women's Studies	120

ACCESS HIGHWAYS TO BARRY UNIVERSITY





Barry University

Office of Enrollment Services
11300 N.E. Second Avenue
Miami Shores, Florida 33161-6695
Local (305) 899-3100 Fax (305) 899-3104
Toll Free (800) 695-2279

Main University Number (305) 899-3000
Toll Free (800) 756-6000