

BARRY UNIVERSITY



2003-2004 Undergraduate Catalog

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Changes will be available online.
www.barry.edu/ugcatalog

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

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SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

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ACADEMIC CALENDAR

2003-2004

*Please note that some schools may have another schedule or may offer some programs in varying cycles i.e., ACE, GMS, ADSOE

*Summer 2003

StART I
StART II

Thursday-Saturday, July 10-12
Tuesday-Thursday, July 15-17

*Fall 2003

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

Monday, August 18
Tuesday, August 19
Thursday-Friday, August 21-22
Friday, August 22
Friday-Sunday, August 22-24
Saturday, August 23
Monday, August 25
Monday, September 1
Friday, October 17
Thursday-Sunday, November 27-30
Friday, December 5
Monday-Friday, December 8-12
Saturday, December 13

*Spring 2004

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

Thursday-Friday, January 8-9
Friday, January 10
Monday, January 12
Monday, January 19
Monday-Friday, March 1-5
Thursday-Sunday, April 8-11
Friday, April 30
Monday-Friday, May 3-7
Saturday, May 8

SUMMER SCHOOL 2004

*Summer I

Classes Begin
Classes End

Monday, May 9
Friday, June 18

*Summer II

Classes Begin
Classes End

Monday, June 21
Friday, July 30

Weekend Occupational Therapy Program

Fall Term 2003
Spring Term 2004
Summer Term 2004

August 30 - December 21
January 3 - April 25
May 8 - August 15

School of Adult and Continuing Education

Fall Term 2003
Part A
Part B
Spring Term 2004
Part A
Part B
Summer Mini Term 2004

August 1 - December 6
August 1 - October 2
October 6 - December 6
January 3 - May 8
January 3 - March 5
March 8 - May 8
May 31 - July 1

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ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, specialist and doctoral degrees. The **undergraduate and masters programs for the School of Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing. The **Adrian Dominican School of Education** and the teacher education programs in the **School of Human Performance and Leisure Sciences** (i.e., Physical Education) 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. Students who graduate from the PreKindergarten/Primary Montessori Program receive accreditation from the Montessori Accreditation Council for Teacher Education (MACTE). The **Ellen Whiteside McDonnell School of Social Work's** M.S.W. program is accredited by the Council on Social Work Education. The B.S.W. program is in candidacy for accreditation from the Council on Social Work Education. 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 accredited by the Commission on Accreditation of Allied Health Education Programs. The graduate programs in **Theology** hold associate membership and are a candidate for full membership in the Association of Theological Schools in the United States and Canada (ATS).

The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education. The **Cardiovascular Perfusion Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The **Anesthesiology Program** is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The Bachelor of Science in Biology with a Histotechnology specialization is approved by the Florida Department of Health as a Histotechnology Training Program. The **Athletic Training Program** is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP).

The **Andreas School of Business** is a candidate for accreditation by the AACSB International; candidacy status indicates that an institution has voluntarily committed to participate in a program of continuous improvement and is actively progressing toward accreditation status. Candidacy status is not accreditation and does not guarantee eventual accreditation.

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

NOTICES

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

While this Catalog is a description of the 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

PURPOSE

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

VISION

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

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

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

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

NATURE

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

ENVIRONMENT

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

GENERAL INFORMATION

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 7,000 students, served by well over 700 administrators, faculty members, and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is 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 over 40 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University's 122-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

UNIVERSITY LIFE

The measure of a special university is more than the size of its student body, its faculty, its campus, or its longevity. Although Barry University is relatively small and young, it is emerging as a truly special institution of higher education.

Barry's mission transcends the statistics by which many universities measure themselves. As a Catholic institution, it goes beyond the traditional emphasis on academic excellence to embody a human quality, with personal attention to a student's social, moral, physical, emotional, and religious growth.

Above all, the purposely intimate scale of the campus and the student body, the careful selection of faculty and staff, and the Judeo-Christian religious dimension combine to create a caring environment.

STUDENT RIGHT TO KNOW ACT

Barry University is in compliance with Student Right To Know and Campus Security Act (PL 101-542). Specific information regarding this act may be obtained in the Office of Public Safety.

GENERAL GRADUATION RATE DATA

Currently, the 6-year graduation rate is 48% for full-time, first-time freshmen entering in the Fall of 1996.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

ENVIRONMENTAL SERVICES

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

BUILDINGS & FACILITIES

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

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

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

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

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

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

ARCHIVES AND HISTORICAL COLLECTIONS—The Barry University Archival Program,

located on the second floor of **Lehman Hall**, was established in the fall of 1991 to manage and preserve inactive university records that have administrative, historical, or legal value and to make them available for use. It also receives the donated papers of faculty, staff, and alumni. The Historical Collections contain papers and memorabilia of the Barry University founders, Congressman William Lehman's papers, the case histories and program files of Operation Pedro Pan/Cuban Children's Program—Catholic Charities. Materials in the Archives and Historical Collections are available for use by faculty, staff, students, and alumni.

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

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

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

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

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

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

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

FLOOD HALL—Built in 1987, Flood Hall is located on the southwest corner of the campus. It was named

after Sister Trinita Flood, the fourth president of Barry. It houses upper-class students in double air-conditioned suites.

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

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

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

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

JOHN & NETA KOLASA HALL—Barry’s newest, and now largest, residence hall opened its doors in October 2002. Named after Barry benefactors John and Neta Kolasa, it houses 173 students in single and double rooms, each with its own bath.

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

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

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

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

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

NATURAL & HEALTH SCIENCES BUILDING—Barry’s science facility expands the number of labo-

ratory 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.

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

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

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

SAGE HALL—Built in 1984, Sage Hall was named after Robert F. Sage, a Barry benefactor. Sage houses male and female first year students and contains double air-conditioned rooms.

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

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

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

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

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

ADMISSIONS

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 acceptable credit.

TRANSFER STUDENTS—Applicants who have at least twelve hours of acceptable college credit at one or more regionally accredited 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 whose enrollment at Barry has been inactive for two or more consecutive semesters (excluding Summer terms).

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 payable to Barry University. Applicants may apply online for admission at www.barry.edu. The on-line electronic application fee is \$20 except for health sciences programs; for which the application fee is \$30. If you do not have access to our on-line application, you may submit a paper application, along with a \$30 application fee.

Completed applications are reviewed as soon as all credentials are received, and only completed applica-

tions will be reviewed. The Office of Admissions reviews applications and notifies applicants of missing credentials, but the responsibility for having all admission credentials, including required tests, forwarded to Barry University, rests with the applicant. Once credentials are submitted to the Office of Admissions 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. 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.

The Office of Admissions will notify the applicant of the decision in writing. An enrollment deposit is required in order to reserve a space in the entering class. 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.

Acceptance to the University does not guarantee acceptance to some of the clinical or professional programs, e.g., Nursing, Medical Technology, Education, Social Work, etc. Refer to each program 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.

Permanent Resident Status—When a student has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented as a supplement to the application for admission.

FRESHMEN STUDENTS

Freshmen students are required to submit:

1. Official high school academic transcript, or equivalent, from an accredited high school.
The official high school academic transcript should show:
 - graduation, or satisfactory progress toward graduation if applying prior to completion of 12th grade; and
 - 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.
2. Test results from the SAT I (Scholastic Assessment Test) or ACT (American College Test). This requirement does not apply to applicants 21 years of age or older.

Home schooled students should refer to the Home Schooled Students section of this catalog.

International students should refer to the International Students section of this catalog.

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 units of mathematics and one unit of high school chemistry with laboratory science.

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 freshmen 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.

Adult students interested in pursuing the Evening B.S. in Biology program should refer to the appropriate section of the catalog for their admission requirements.

Home Schooled Students

Barry University welcomes applications from home schooled students. The following *required* documentation will assist us in assessing your past performance and potential for success at Barry:

1. Academic portfolio (transcript of all courses taken, including reading lists and syllabi, with evaluations or grades received for each subject), OR GED;
2. Transcripts of any traditional High School work;
3. Transcripts of any college level work;
4. Test results from the SAT I or ACT;
5. Copy of the home school rules of the state in which the home school is chartered;
6. Any other requirements designated by the rules of the home state, or proof of certification (if required).

Early Admission

The University provides an opportunity for exceptionally well-qualified high school students, recommended by their counselors for outstanding achievement, to be considered for entry upon completion of the 11th grade.

The basis of selection for early admission is as follows:

1. Outstanding quality of the applicant's high school record.
2. A letter of recommendation from the high school counselor or principal.
3. Satisfactory performance on the SAT I or ACT.
4. A letter from the applicant stating his/her reason for wishing to enter the University before graduation from high school.
5. A letter of approval from the legal guardian(s).

The procedure for making application for early admission is basically the same as for regular admission to the freshman class.

Credits completed with satisfactory grades (C or above) will apply toward degree requirements at Barry University. When approved by high school authorities, these credits also may be used to complete high school requirements and 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 must be filed with the Office of the Registrar at Barry University.

TRANSFER STUDENTS

Transfer students are required to submit 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 will not be accepted unless in an official sealed envelope from the issuing institution.

Admission to a degree program is based on academic performance in all work from regionally accredited or internationally recognized colleges or universities. Applicants must 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

Evaluation of all undergraduate course work taken prior to admission to the University is performed by transcript evaluators in the Division of Enrollment Services.

Transfer credits from regionally accredited colleges or universities are transferable to Barry in semester hour equivalents. Following are the seven 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.

Applicants with international credentials may refer to the International Students section of this catalog. 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).

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 Abitur 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 and minor 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.

Transfer credit equivalencies at Barry University are determined by the academic school offering the course(s). The school of the student's program is responsible for the distribution of credits to meet graduation requirements.

When a student applies for readmission, transfer credits will be re-evaluated according to the policies of the catalog year in which the student is reapplying.

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.

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 country's Ministry of Education (or equivalent).

International credentials must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The Office of Admissions 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.

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.

Additional information regarding transferring credits between Florida's colleges and universities may be found at www.facts.org.

ADVANCED PLACEMENT (AP)

The Advanced Placement Program, a program sponsored by the College Entrance Examination Board, provides for the establishment of college-level courses in secondary schools. Students who take such a course or courses may then take special examinations prepared by the College Entrance Examination Board.

Credit for Advanced Placement examinations is based on the one-year AP experience. Credit is given only in cases of scores of 3 or better. French and Spanish must be passed with a score of 4 or more. Credit varies from 3 to 8 semester hours, depending on equivalencies available at Barry University. Advanced Placement credit cannot be duplicated either in regular courses or through the College Level Examination Program. A maximum of 30 credits will be accepted through the Advanced Placement Program. Credits are accepted on a credit/no credit basis. Barry University will accept a total of 30 credits from all testing programs.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

All CLEP credits must be earned prior to a student achieving junior status (60 credit hours). For new students, the award of CLEP credit is made by the Office of Admissions; for enrolled students, the award of credit is processed through the Office of the Registrar. All CLEP credit is accepted on a credit/no credit basis. A maximum of 30 credits will be accepted through CLEP. Barry University will accept a total of 30 credits from all testing programs.

Credit will not be awarded in cases of duplication, nor will equivalencies be changed to remedy such duplication. CLEP credit will not supercede earned college credit. CLEP credits in any one discipline may not exceed six.

NON-DEGREE STUDENTS/GUEST STUDENTS

Non-degree students are applicants who wish to earn credit but not pursue a degree from Barry University. Guest students are applicants who wish to secure credits to transfer to a college where they are already enrolled in a degree program. Non-degree students are required to submit proof of a 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 the 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

Any undergraduate student whose enrollment at Barry has been inactive for two or more consecutive semesters (excluding Summer terms) must submit a new application to the Office of Admissions. This does not apply to students on an approved medical leave of absence. Those students should refer to the Medical Leave Policy section of this catalog. Readmission is contingent upon approval of the dean of the school in which the student was last enrolled, the dean of the school to which the student is applying, and the Vice President of Student Services. If approved, the degree requirements in place at the time of readmission must be met, and the student re-entering Barry University is bound by the policies dictated by the current catalog.

The Undergraduate Application for Admission must be completed by the student and submitted to the Office of Admissions 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 (other than approved medical leave) are bound by the regulations in place at the time of readmission.

Students who were enrolled as non-degree seeking students or guest students and who now wish to enter an undergraduate degree program at Barry must complete an undergraduate application. These students must meet the requirements for undergraduate admission by submitting all necessary credentials for the approval of the Office of Admissions.

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

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.

In general, an international freshman applicant must meet the university entrance requirements in place for

the country from which he/she has graduated. For international transfer applicants, admission to a degree program is based on academic performance in all work from regionally accredited or internationally recognized colleges or universities. Applicants must be in good standing at the last institution attended in order to be considered for acceptance into the University. A list of required credentials can be found in our International Student brochure or on our International Student web page (www.barry.edu).

Application Procedures

1. Please follow application procedures for freshmen or transfer, depending on your entry status, as stated earlier in this catalog.
2. Educational documents must be supplied as follows:
 - a. Official transcripts should be sent to Barry University directly from all institutions attended.
 - 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. Students from all countries with school-leaving examinations must submit official examination results.
 - c. Once credentials are submitted to the Office of Admissions, they become the property of Barry University and will not be surrendered.
3. 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 Admissions maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, English translation and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
4. 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.
5. English Proficiency: An international applicant who does not give evidence of being a native English speaker, 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 at least a 213 on the computer-based TOEFL. The undergraduate applicant whose TOEFL score is between 500 and 549 (173-212 on the computer-based test) may be admitted to the Transition in Language and Cul-

ture (TLC) Program and enroll concurrently for academic and English courses. An applicant who scores less than 500 (173 computer-based) will be required to improve his/her English proficiency. For TOEFL application refer to www.toefl.org or write to: The TOEFL Program, Box 899, Princeton, NJ 08540, U.S.A.

Consideration may be given to waiving the TOEFL requirement for international applicants who meet one of the following situations:

- The international freshman applicant presents a composite SAT or ACT test score (English version) which, at minimum meets the admission standard and also reflects a verbal score that demonstrates English proficiency.
- The international transfer applicant has attended an accredited college/university in the U.S.A., has completed at least 24 hours of transferable college credits, and is in good standing at the last institution attended.
- Satisfactory proof of English proficiency on the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion.

An international student under consideration for a waiver of the TOEFL must also satisfy all other requirements for admission to the University.

Intensive English instruction is offered at Barry University through the ELS Language Centers. Students who complete master's level 112 at the ELS Language Centers are not required to sit for the TOEFL examination.

Students who wish to study in the ELS Language Centers prior to applying for an academic program should contact mia@els.com or write to:

Director, ELS Language Centers
Barry University
11300 N.E. Second Avenue
Miami Shores, Florida 33161-6695
United States of America

Enrollment Requirements

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

1. A notarized letter of support or government sponsorship guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters) and that, barring unforeseen circumstances, adequate funding will be available from

the same or equally dependable sources for subsequent years.

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.

An enrollment deposit is also required to reserve a space in the entering class.

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.

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 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.

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). Proof of insurance benefits must be provided in English to Barry's Student Health Services Office. 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 Student Health Services Office.

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 scholar-

ships are available to qualified, entering international undergraduate students. These scholarships are available to first-year, as well as transfer students, on a competitive basis. In order to be considered, a student must submit a completed application for admission.

Scholarships are not available once students have matriculated at the University. 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.

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

DEAN OF STUDENTS

The Office of the Dean of Students provides support for the intellectual and personal development of all students through a combination of advocacy, programming, and services that enhance the quality of campus life. Additional areas of responsibility include: guidance/counseling, fostering educational goal attainment, making appropriate referrals, promoting faculty-student collaboration, managing the disciplinary process, coordinating medical withdrawals, overseeing the Mentor Program, and supervising the Commuter Affairs, Orientation and First-Year Programs, and Volunteer Center departments.

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 per-

sonal support necessary through a faculty, staff, administrative or more-advanced-student Mentor.

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

CAREER AND COUNSELING CENTER

Personal Counseling

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

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

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

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

Currently enrolled students who, by their actions, are suspected of being psychologically unable to function as members of the student body, may be required to provide a clearance from the University's consult-

ing psychiatrist, as a condition for continued enrollment in the University. This condition of clearance from the University's consulting psychiatrist also applies to those students who withdraw from the University for psychiatric treatment and subsequently seek re-admission.

Career Counseling

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

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

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

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

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

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

ORI 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.

COMMUTER AFFAIRS

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

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

DISABILITY SERVICES

The purpose of the Office of Disability Services is to provide information, advocacy and academic accommodations to those students with documented physical, visual, hearing, speech, learning, psychological, chronic and temporary disabilities.

Disability Services supports the caring environment of Barry University through it's fostering of one-on-one relationships with students while assuring their human and legal rights.

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

Procedures and Guidelines

The university is required to provide opportunities and reasonable accommodation to all identified students with disabilities. Section 504 of the Rehabilita-

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

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

Definition of an Individual with a Disability

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

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

The ADA also covers:

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

Eligibility for Services

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

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

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

Documentation

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

General Guidelines for Documentation of a Disability

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

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

Accommodations: Procedures for Obtaining Accommodations

- Students with Disabilities requesting accommodations must meet with an ODS counselor for

an intake interview. Accommodations will be discussed at this time.

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

Course Substitution/Waiver Policy

It is the policy of the University that waivers for courses that are an integral part of the students major will not be granted. However, it is possible for students with a learning disability or physical disability to petition for a waiver of certain course requirements that are not integral to the student's major. The decision to allow for a waiver is made on a case-by-case basis. The student should make the request in writing to the Director of the Office of Disability Services who will forward it to the appropriate Dean of the student's academic major. The Dean will present the request to the appropriate school academic committee which will make a recommendation to approve or deny the request. If the request is approved, then the committee **(may)** will recommend a course substitution. Course waivers/substitutions for Distribution requirements may be requested and granted. Course waivers/substitutions that are approved will be recorded and main-

tained in the student's advising file and in the permanent file in the Office of Registrar.

O'LAUGHLIN INTERCULTURAL CENTER

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

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

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

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

International students are required to be registered full time 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate and doctoral students. At all times, a student must make satisfactory progress toward completion of a degree program. Suspended international students lose visa status upon dismissal and should seek immediate advice from the Intercultural Center.

The Intercultural Center also provides advisement with regard to any academic, financial, personal, and immigration matters during business hours, Monday through Friday, 9:00am to 5:00 pm. ICC works closely with the international admissions office to ensure a smooth transition upon arrival at the university. A spe-

cial orientation program for new international students is held prior to registration for Fall and Spring semesters. Students are responsible for bringing the following documents to the orientation and will not be allowed to register for classes without them: endorsed I-20 or IAP-66 form, a valid passport, a valid visa and an I-94 card.

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

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

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

FIRST-YEAR PROGRAMS

The purpose of the Department of First Year Programs is to provide assistance to all new students at Barry University. By providing information, advocacy and targeted programming, the office seeks to enhance a student's educational experience by assuring a smooth transition into the Barry community. Through personal attention to each new student, the Department of First Year Programs provides a pivotal link in strengthening the caring environment of Barry University. Furthermore, the Department of First Year Programs strives to provide a positive and holistic educational experience, which prepares students for successful collegiate careers.

NEW STUDENT PROGRAMS

The first year of college is critical to the long-term success of students. The difference between a successful first year and an unsuccessful one can be as simple as getting help with a class or roommate. The Department of First Year Programs was created to assist students in making their way through college, with a special emphasis and focus placed on the satisfaction of first-year students. It assists first-year students in solving problems and is committed to building the confidence of first-year students so they can focus on their academic responsibilities. The first-year student formula for success is very simple: participate in activities, make friends, and work toward academic achievement.

StART - is a two-day program designed to introduce you to life at Barry and serve as a major component to the university's student transitional support efforts. Through the StART program's informational sessions,

placement and challenge testing, meetings and receptions, you'll become acquainted with the Barry University community. You'll have an opportunity to explore our academic facilities and our residence halls. You'll meet with representatives from your academic school and register for your fall semester classes. You'll also discover the rich variety of activities and programs available at Barry University.

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

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

New Student Investiture —is the official welcoming ceremony for new students to Barry University. Held during the fall orientation, the New Student Investiture is an inter-faith ceremony which highlights the religious dimension of Barry University and commemorates the opening chapter of college life at Barry for the entering class of 2002. New students and their families are the honored guests at this ceremony.

Freshman and new students are also encouraged to enroll in the continuing orientation course (ORI 100) during the Fall semester. This course provides an opportunity for on-going support and friendship for the new student.

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.

RESIDENTIAL LIFE

The purpose of the residential life program is to work with students, staff, and faculty in the creation of a caring and learning environment in which stu-

dents can find opportunities to excel academically and interpersonally. The department provides ways in which students can better understand themselves and others in their community. Freshmen are encouraged to apply for housing and experience on-campus living.

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

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

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

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

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

STUDENT HEALTH SERVICES

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

Student Health Services serves as the primary advocate for the health of Barry University students by integrating the critical role of college health into the university mission.

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

Services provided include:

1. Assessment of injury or illness by a registered nurse
2. Referral to an on campus nurse practitioner *
3. Referral to off campus health care providers (student must assume financial responsibility for these services).
4. Provisions of over the counter medications
5. Limited in-house prescription services *
6. Administration of immunizations including: MMR's, Tetanus, Hepatitis A&B, Varivax, PPD's, Menomune, & Flu *
7. Administration of the student health care insurance benefits
8. Health education and illness prevention
9. Pharmacy delivery service from a local pharmacy
10. Taxi arrangements for off site medical services*

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

Responsibility of Students:

All resident and international students are required to provide written immunization documentation of: (2) Measles Mumps Rubella (MMR) vaccines, prior to class registration or moving into the university housing.

All resident and international students are required to complete a current health history (included in the health form). It is strongly recommended that all entering students receive a PPD, Physical Examination, Meningitis vaccine, Hepatitis B, and Varicella vaccine (if no documented case of chicken pox).

All resident and international students are required to provide proof of adequate insurance coverage within the South Florida region. Coverage must be continuous and updated in SHS on an annual basis. (Many international and out-of-state plans may not offer adequate coverage within the South Florida area. Please check with your provider prior to coming to Barry.)

Students are expected to communicate with their professors about reasons for missing classes. Medical excuses are limited to hospitalization, communicable disease, or long-term illness.

Appointments are strongly recommended. If an appointment requires cancellation, students should notify SHS at least 24 hours in advance.

Those enrolled in the student health plan must obtain a written referral to off-campus providers prior to scheduled appointments. For more information please refer to the insurance brochure.

If proof of adequate insurance is not received in SHS, the students account will be automatically billed. This billing is Non-refundable after the first 31 days of the semester.

STUDENT ACTIVITIES

Purpose Statement

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

In keeping with this objective, the office develops and maintains an extensive extra-curricular program, which provides students with practical opportunities to link classroom learning with the extra-curricular and pre-professional environment. The office recognizes a number of student organizations, promotes Leadership Development, Greek Life and social and educational programming.

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

Campus Events & Programming

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

Through the Campus Activities Board (CAB), an advisory committee to the Office of Student Activities, developed by the students for the students, many programs are implemented. By utilizing students' talents and energies, CAB strives to provide dynamic and diverse programs that meet the needs and interests of students at Barry University. CAB is divided into four different committees, which concentrate on various types of programming all designed to educate beyond the walls of the classroom. Those committees include:

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

Student Organizations

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

STUDENT GOVERNMENT ASSOCIATION

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

ARTS ORGANIZATIONS

- Chamber Ensemble Association
- Dance Club
- Voice of Praise Gospel Choir

BUSINESS ORGANIZATIONS

- Delta Epsilon Chi
- Delta Sigma Pi Business Fraternity
- Eco/Finance Club
- International Marketing
- Sports Management Group

COMMUNICATION/MEDIA ORGANIZATIONS

- Alpha Epsilon Rho Honor Society
- Buccaneer Newspaper
- Lambda Pi Eta Honor Society
- National Broadcasting Society
- WBRY Radio Station

EDUCATION ORGANIZATIONS

- Bachelor of Social Work
- Education Association (Miami Shores)
- Graduate Council for Exceptional Children
- Kappa Delta Pi Honor Society
- Phi Delta Kappa Honor Society

GOVERNING ORGANIZATIONS

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

GREEK ORGANIZATIONS

Alpha Delta Gamma Fraternity
 Alpha Gamma Delta International Sorority
 Alpha Phi International Sorority
 Interfraternity Council
 Panhellenic Council

HONOR SOCIETIES

Alpha Chi (Coeducational Junior and Senior)
 Alpha Epsilon Rho (Broadcasting)
 Alpha Mu Gamma (Languages)
 Beta Beta Beta (Biology)
 Chi Sigma Iota (Counseling)
 Delta Epsilon Sigma (Juniors and Seniors)
 Gamma Sigma Epsilon (Chemistry)
 Kappa Delta Pi (Education)
 Kappa Gamma Pi (Graduating Students)
 Lambda Pi Eta (Communication)
 Phi Alpha Theta (History)
 Phi Delta Kappa (Education)
 Phi Epsilon Kappa (Sport/Exercise)
 Phi Eta Sigma (Freshmen)
 Phi Gamma Mu (Social Science)
 Phi Theta Epsilon (Occupational Therapy)
 Psi Chi (Psychological)
 Sigma Tau Delta (English)
 Sigma Theta Tau (Nursing)
 Sigma Xi (Research)
 Theta Alpha Kappa (Theology)

INTERNATIONAL ORGANIZATIONS

Hispanic Podiatric Medical Students Association
 Jamaican Association
 Trinidad & Tobago Student Association

LAW ORGANIZATIONS

Phi Alpha Delta Pre-Law Fraternity

MEDICAL ORGANIZATIONS

American Academy of Podiatric Practice Management
 American Association of Women Podiatrists
 American Medical Students Association
 Biomedical Society
 Florida Podiatric Medical Students Association
 Hispanic Podiatric Medical Students Association
 Nursing Students Association
 Phi Epsilon Kappa Honor Society
 Physician Assistant Student Association
 Pre Veterinarian Medical Club
 Radiology Club
 Sigma Theta Tau Honor Society
 Sports Medicine Club
 Student Athletic Trainers' Association
 Student National Podiatric Medical Association

Student Occupational Therapy Association
 Surgery Club

ACADEMIC ORGANIZATIONS

Beta Beta Beta Honor Society
 Chemistry Club
 Gamma Sigma Epsilon Honor Society
 Philosophy Association
 Political Science Club
 Psychology Club
 Sigma Xi Honor Society

RECREATIONAL/SPORTS ORGANIZATIONS

Cheerleading Team
 Dance Club
 Knights Chess Club
 Men's Crew Team
 Phi Epsilon Kappa Honor Society
 SCUBA Society
 Sports Management Group
 Sports Medicine Club
 Student Athletic Trainers' Association

RELIGIOUS ORGANIZATIONS

Delta Epsilon Sigma Honor Society
 Kappa Gamma Pi Honor Society
 Theta Alpha Kappa Honor Society
 Voice of Praise Gospel Choir

SERVICE ORGANIZATIONS

Best Buddies Organizations
 Habitat For Humanity
 Hands of Change
 Pals 4 Paws
 Student Ambassador Team
 Students for Equal Access

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

Greek Life

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

Greek affiliation is an excellent way to enhance your college career. Governed by the Interfraternity and Panhellenic Councils, Barry's fraternities and sororities encourage interpersonal, academic, moral, ethical and professional development through a wide range

of leadership and involvement opportunities. The fraternities and sororities at Barry University include:

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

Leadership Development

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

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

OFFICE OF TECHNOLOGY SERVICES INFORMATION AND CONCIERGE CENTER

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

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

ID Cards

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

ID Badges

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

Concierge Services

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

HONOR SOCIETIES

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

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

SPORTS AND RECREATION

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

present a valid Barry ID for all recreational facility use.

Intercollegiate Athletics

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

Campus Recreation, Intramurals, and Club Sports

The mission of the Office of Campus Recreation is to provide the University community with structured sports activities, wellness programming, and leisure recreational opportunities that allow the development of lifetime patterns for healthful living. These programs and wellness activities are instrumental in the physical, emotional, and social development of students. Campus Recreation strives to encourage the promotion of the ideals of recreation and wellness by incorporating such values as sportsmanship, fair play, and camaraderie, while supporting an atmosphere which promotes equitable opportunity for all.

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

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

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

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

OFFICE OF MISSION AND MINISTRY

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

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

CAMPUS BOOKSTORE

The Campus Bookstore, operated by Follett, is open for the services and needs of Barry students. Books, supplies, academic software, gift certificates and other sundries are available for purchase. The bookstore is located in Thompson Hall, first floor. Purchases may be made using cash, personal checks, and/or University debit card. Items may also be purchased on line.

DINING SERVICES

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

2:30 p.m., light lunch from 2:30 p.m. to 4:00 p.m., and dinner from 4:00 to 7:30 p.m. On Saturday and Sunday, brunch is served from 11:00 a.m. to 2:30 p.m. and dinner from 5:00 p.m. to 7:00 p.m. On Mondays and Wednesdays, a late night meal is served from 10:30 p.m. to 11:30 p.m.

Grilled Sandwiches, Daily culinary special creations, Starbucks Coffee and Espresso drinks, Campbell's Soups, Grab 'n Go sandwiches and salads, Colombo smoothies, cold beverages and snacks can also be purchased at The Buc Stop Café and Convenience Store, located on the first floor of Thompson Hall. In addition to cash, some of the resident and commuter meal plans include "Flex Bucs" that can be used to make purchases in this location. Regular semester hours of operation are: Monday – Thursday: Grill & C-Store from 7:30 AM – Midnight. On Friday, the Grill is open from 7:30 AM – 3:00 PM and the C-Store is open from 7:30 AM – 5:00 PM. On Saturday, the Grill & C-Store are open from 8:30 AM – 2:00 PM. On Sunday, the Grill & C-Store are open from 2:00— 6:00 PM.

THEATRE

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

BARRY UNIVERSITY CIVIC CHORALE

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

RECITALS AND EXHIBITS

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

PUBLICATIONS

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

ALUMNI ASSOCIATION

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

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

TUITION, FEES, AND FINANCIAL AID

STATEMENT OF RESPONSIBILITY

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

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

2003-2004 TUITION AND FEE SCHEDULE*

Effective July 1, 2003-June 30, 2004

TUITION:

Undergraduate

Full-time, 12-18 credits per semester** ...	\$10,160.00
Part-time, per credit	595.00
Credits in excess of 18, per credit	595.00
M.L.T. to B.S.—Biology	
(Adult Biology) per credit	385.00
B.S. Biology/Histotechnology	385.00
Single Major in Biology	385.00
Fee for Adult Biology	
Program Lab Courses	75.00
BEC Undergraduate, per credit	75.00
Adult and Continuing Education,	
Undergraduate, per credit	300.00
Portfolio Registration	\$900.00
Lab/Material Fee for NSE Prefix Courses/ (non-refundable)	\$300/500.00
Technology Fee	\$50.00
(Note: For further financial information/policies, please refer to The Frank J. Rooney School of Adult and Continuing Education Student Bulletin)	
Education, 2 + 2 Programs	545.00
(discounts available for qualified students)	
CCAL Program, per term	1,950.00
School of Nursing Program Fees	
Accelerated and Basic Options	
1 st /Semester of Sophomore Year	\$455.00
1 st /Semester of Junior Year	230.00
1 st /Semester of Senior Year	230.00
RN Options	
One-time Fee Paid 1 st Semester	150.00

***NOTE: HEALTH INSURANCE FOR THE 2003-04 YEAR WERE NOT AVAILABLE AT THE TIME OF PUBLICATION. THE FIGURES LISTED HERE REFLECT THE COSTS FOR 2002-2003 AND ARE PRESENTED AS A GUIDE FOR ESTIMATING EXPENSES FOR THE SUBSEQUENT ACADEMIC YEAR. ALL COSTS ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE AND MAY BE INCREASED BY ACTION OF THE BOARD OF TRUSTEES.**

** Twelve to eighteen credits, in any combination Main Campus and A.C.E., results in the administration of the full-time rate of \$10,160.00.

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

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

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

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

Summer I, 2003	505.00
Summer II, 2003	545.00

FEES:

Enrollment Deposit	\$225.00
International Deposit	50% of Annual Tuition
Application (all programs)	30.00
CLEP	100.00
Professional Liability	\$20-\$50
Deferred Payment Plan	50.00
Returned Check	100.00
Declined Credit Card	250.00
Applied Music (per instrument)	
Includes Applied Voice	120.00
Special Course Fee (see class schedule)	Variable
Late Payment	500.00
Late Registration Fee	100.00
Lost I.D. Card	15.00
Transcript, each	5.00
Health Insurance (cost + \$10)	Variable

HOUSING:

Room Deposit (mandatory)	200.00
Room Rate, per semester	
Triple/Quad	3,265.00
Double	3,500.00
Private	3,800.00

HEALTH INSURANCE:

(Same rates for Domestic and International Students)

For Student Only:	Under 30 (Age)	Over 30 (Age)	Periods
FULL YEAR	\$599.00	\$720.00	08/06/02 - 08/06/03

Rates are subject to change

If financial obligations are not satisfied or deferred payment arrangements are not approved, students may be administratively withdrawn. Students may be reinstated upon settlement of an account and the University will make every effort to honor the student's original course selection and housing priority, but cannot guarantee those selections.

Any registration that is paid for by a check that has been returned or a credit card that has been declined will be subject to immediate deletion.

PROFESSIONAL ASSISTANCE GRANT

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

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

Teachers: Any full-time **Florida teacher presenting a signed contract or 2003-2004, or a letter from his/her principal at the time of registration, is entitled to at least a 30% reduction on tuition. The contract or letter of employment is required at each registration.

**Refers to one place of employment. Must be actively teaching.

**Grades PreK-12 only

NOTE:

- School of Education courses for certification and re-certification are offered at a reduced rate without any further discount.
- Students enrolled in the 2 + 2 program must complete the Free Application for Federal Student Aid (FAFSA) to receive the discounted tuition.
- Various tuition discounts exist in other schools of the University. Please inquire within each school for details.
- These discounts do not apply if tuition is paid through a grant or other subsidy, nor do they apply to discounted tuition, or to programs with special rates.
- These discounts are not applied retroactively.

DEFERRED PAYMENT PLAN (DPP)

Barry allows students to divide all or part of a single term's educational expenses into three convenient monthly payments (offered for courses of 12 weeks or more). There are no interest charges. However, there is a per-plan processing fee of \$50.00. The first payment is due upon registration, and the next two payments will be due on the 1st of the next two following months. Students sign a Deferred Payment Plan contract which outlines the payment amounts and due dates. There is a \$500.00 penalty assessed for late payments after ten (10) days. Reminder notices are sent ten (10) days before the due date.

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

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

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

COMPANY REIMBURSEMENT DEFERMENT

Students who receive corporate reimbursement may defer the portion of the reimbursable tuition until six weeks after the last day of class. Proper documentation on company letterhead must be submitted at the time of each registration stating eligibility, amount/

percentage reimbursed, grade requirement, etc. Under no circumstances will payment be deferred for more than one term (e.g. incomplete grades, continuous matriculation, etc.). Payment becomes due immediately upon course withdrawal or course failure.

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 TMS directly at 1-800-722-4867 for additional information.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

Students who drop individual courses after the Period of Schedule Adjustment and who are still enrolled in the University are NOT ENTITLED to any refund or credit. The Period of Schedule Adjustment ends on the last day of regular registration.

CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

Students dropping courses during the Period of Schedule Adjustment will receive total refund/credit for the course and special course fee, if applicable, as long as the student remains enrolled in the University. The Period of Schedule Adjustment ends on the last day of regular registration. Refundable credit must be claimed within one calendar year.

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, nursing 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, nursing students, and student-athletes, if proof of other insurance coverage is not provided to the Campus Health Center within 30 days of the first day of each semester.

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

DELINQUENT ACCOUNTS

If a student's account shall become delinquent, the account may be referred to a collection agency or to an attorney or both. In such event, the student shall be liable for the balance due plus any fees of the collection agency, attorneys' fees, court costs, and all other charges associated with the collection of the debt, together with interest at the maximum rate allowed by law.

TOTAL WITHDRAWAL POLICY

Students who register but do not attend classes, or who withdraw for any reason after attending classes, will not receive credit/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. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester.

Summer School Refunds

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

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

Total Withdrawal and Return of Title IV Funds

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

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

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

ORDER OF RETURN OF TITLE IV FUNDS

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

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

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

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

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

Refund Policy for State of Florida Funds

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

Refundable Credit

All refundable credits must be claimed within one calendar year.

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

Diploma/Transcript Release

As long as money is owed to the University, release of unofficial or official transcripts, diplomas, or

official letters of degree completion is prohibited. Payment by local personal check requires a minimum of 10 business days for check clearance. For other checks, please contact the Student Account Services office.

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 philosophies is the belief that the family is the primary resource for meeting educational expenses and financial aid is available for bridging the gap between those resources and college costs. The total cost of attending college will include not only tuition and fees, room and board, books and supplies, but personal and travel expenses, as well.

The Free Application for Federal Student Aid (FAFSA), is the document used by Barry University to collect confidential information from 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 stu-

dent 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. **No federal or state financial aid is available to International Students.**

Enrollment Status

The majority of financial aid programs are designed for full-time undergraduate students seeking their first baccalaureate degree while enrolled in programs for which the full rate of tuition is applied. Full-time status is obtained by being enrolled for at least 12 credits per term. Students enrolled for less than 12 credits but at least half-time (6 credits) are eligible to apply for Federal Stafford Loans. Students registered for a minimum of 3 credits and who demonstrate sufficient financial need (as determined by the FAFSA) may be eligible for a Federal Pell Grant. The amount will vary depending upon financial need and the number of credits enrolled.

Summer Enrollment

Most grants and scholarships are available during the Fall and Spring semesters. Student loans may be available for the summer terms.

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 Federal School Code is 001466. Other supporting documentation should be sent directly to the Office of Financial Aid at Barry.

You are encouraged to complete the FAFSA on the internet at <http://www.fafsa.ed.gov>. Please remember to print out the signature page and mail it to the address specified, if required.

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 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 an estimated \$400 to \$4,050 per academic year. 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 federally 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 and during grace and deferment periods. Repayment of principal begins six months after graduation or when enrollment drops below half time. Repayment may extend 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 var-

ies annually and is based on the applicable T-bill, capped at 8.25%. There is an origination fee and a guarantee 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 a guarantee 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 generally 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 7% 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 grant. This program provides approximately \$2500 per academic year, subject to state budget appropriations. The student automatically applies for this grant when completing the Free Application for Federal Student Aid (FAFSA).

FLORIDA STUDENT ASSISTANCE GRANT (FSAG). This need-based grant provides approximately \$1000 per academic year to full-time undergraduate students from Florida, subject to state budget appropriations. Students must complete the Free Application for Federal Student Aid to apply. It is recommended that the application be completed prior to May 15th, as these funds are limited and will be awarded on a first-come, first-serve basis.

Renewal Requirements for FRAG and FSAG

Students awarded FRAG and/or FSAG the previous academic year must complete 24 credits (from the previous Summer, Fall and Spring semesters) with a cumulative GPA of at least 2.00 in order to be considered for renewal. FSAG recipients must also continue to demonstrate financial need and submit the Free Application for Federal Student Aid (FAFSA).

Florida Bright Futures Scholarship Program:

Florida students who have earned a Florida Bright Futures Scholarship can utilize these funds at Barry University. The amount is determined by the type of scholarship earned and is equal to a percentage of the State of Florida tuition rate. Students should contact their high school guidance counselor or the Office of Financial Aid at Barry University for more information.

Students from Barry University also participate in the 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. Telephone: 1-888-827-2004. Web: www.firn.edu/doe/osfa

FLORIDA PRE-PAID COLLEGE PROGRAM

While this program was designed initially for use at Florida public colleges and universities, these funds can be applied toward expenses at Barry University. For further information please contact the Florida College Pre-Paid program at 800-552-4723.

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 on scholastic achievement. The amount ranges from \$1,000 to \$13,500 annually and is also based on the student's housing status. Students must maintain a cumulative grade point average of 3.0 or above to renew scholarships, and any change in housing status may also impact the amount of the scholarship. Scholarships for graduate, ACE and students enrolled in off-campus programs are limited.

ENDOWED SCHOLARSHIP FUNDS

Barry University students benefit from interest earned from *Endowed Scholarship Funds* to honor and/or memorialize a friend or relative. Several foundations and/or trusts have granted funds to endow scholarships for Barry University.

Endowed amount between \$25,000 and \$30,000:

Deborah Feigelson for disabled students
Nina Fox for School of Social Work
William and Marlene Martino
Patricia, Paul and Mary Minnaugh for Fine Arts
Albert Shellan for School of Nursing
Grace Southmayd by her daughter Sandy Southmayd for Education
Sister Agnes Louise Stechschulte for School of Natural & Health Science
Sister Paul James Villemure, Math Department
Ann Fels Wallace Fine Arts Scholarship Fund
Sister Thomas Gertrude

Endowed amount between \$31,000 and \$49,000:

Mildred Anne Browne by Mr. & Mrs. John Sicko for the School of Education
Dr. Lloyd D. Elgart for the School of Business and the English Department
Dr. Herbert Feinberg for students of Podiatric Medicine
Sister Trinita Flood, O.P. for School of Arts & Science
Walter Fraim for grandchildren
Carroll Knicely, Management Majors
Dr. Neta and John Kolasa for the School of Social Work
Beulah Rothman for the School of Social Work
Sister Elaine Scanlon, O.P. by the Barry Auxiliary

Endowed amount between \$50,000 and \$99,000:

Ann Bishop, Communication Department
Sister Dorothy Browne, O.P. by the Alumni Association

Marie Fitzgerald for the School of Human Performance
& Leisure Sciences
Florida Organization of Jamaicans
Dr. Patricia E. Kopenhaver for women students of
Podiatric Medicine
Mansolillo Family
Dr. Judith Balcerski
Sister Marilyn Morman, O.P. for ACE
Patricia Johnston O'Hearne by her husband, David,
for their Silver Anniversary
Evelyn and Phil Spitalny for students of music
Dr. Marvin and Ruth Steinberg for students of Podiatric
Medicine
Dr. George Wanko
Mary Agnes Sugar by the Wollowick Family Foundation
Alumni Association License

Endowed amount over \$100,000:

Forrest Flammang Trust
Sister John Karen Frei, School of Natural and Health
Sciences
Goizetta Foundation
William Randolph Hearst Foundation
Sister Jeanne O'Laughlin, O.P.
Luigi Salvaneschi for School of Education
Averill Stewart by James Stewart
Roughgarden

ANNUAL SCHOLARSHIP FUNDS

Barry University students benefit from the following Annual Scholarship funds established to honor and/or memorialize a friend or relative. Several foundations and/or trusts assist our students with scholarships annually:

William Alexander by Hamilton Bank Foundation, Inc.
Assurant Group for math, management, and accounting
Marie Baier Foundation for the School of Business
Bateman Foundation
Ben Benjamin Memorial
Michael Brink
Rev. Cyril Burke Memorial
Marie France Desrosiers
Adeleide Frey by children of Mrs. Freyr
Pam & Stewart Greenstein
Health Foundation of South Florida
Sister Eulalia LaVoie Memorial
John T. Macdonald Foundation for nursing
Ann MacKay for Education
Sylvia McClesky Memorial
David and Olga Melin
Sylvaia McClesky
Podiatry Medical Students by faculty in the School of
Graduate Medical Sciences
Catherine Margaret Parkhurst Memorial
Physical Science

Shamrock Society
Lady Suzanne Tweed
Sports & Leisure Science
Theology Scholarship
Theatre
Lettie Pate Whitehead Foundation

FLORIDA INDEPENDENT COLLEGE FUND

This organization provides financial assistance to students through the following scholarships. Award amounts and eligibility criteria vary:

Carnival Cruise Lines
Coca-Cola First Generation Scholarship
Ethics in Business
Florida Broadcasters
Florida Rock Industries
Florida State Harbor Pilots
Minority Teacher Education Scholarship
Step-up Challenge Grant
The Opportunity Scholarship
United Parcel Service (UPS)

Professional Scholarships Provided by the University

NURSES. Scholarships are available for registered nurse students enrolled in the B.S.N., M.S.N and Ph.D. Nursing Programs, unless tuition is paid through some type of grant or subsidy. Scholarships are valued from 20-30% of tuition. Please contact the School of Nursing for details.

TEACHERS. Any full-time **Florida teacher presenting a signed contract for 2003-04, or a letter from his/her principal at the time of registration, is entitled to at least a 30% reduction on tuition unless tuition is paid through another grant or subsidy. The contract or letter of employment is required at each registration.

**Refers to one place of employment, must be actively teaching

**Grades PreK-12 only

Grants Provided by the University

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

BARRY NEED-BASED 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. The Veterans Administration will make determination of eligibility for benefits.

STANDARDS OF PROGRESS POLICY FOR VETERANS. A Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA), indicates satisfactory progress for a student receiving veteran's educational benefits. 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 unsatisfactory progress has been removed, and the student is readmitted, he or she will be recertified for veteran's 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 contacting the Office of Financial Aid.



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 bound by the academic regulations published in the course catalog for the academic year of initial acceptance to and enrollment in a Barry University program. Students are responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of that respective catalog distributed by the Office of Admissions; 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.

Students returning to the university after an absence of one calendar year or more are bound by all academic and published requirements applicable to the academic year of readmission.

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 from other institutions: 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.

Definition of a Permanent Record

The university defines the official permanent record as the electronic transcript (hardcopy transcripts for records prior to 1987). The official transcript carries the following information:

- Courses completed with credit carried, credits earned, grades, grade points, grade point average, credit by exam, and an explanation of the grading system.
- Transfer credit is posted in summary totals on the official permanent record.

Advisors

At Barry University, advising students is a responsibility shared by faculty. Advisors perform dual functions. On the one hand, they counsel students on what courses to take so that students can progress towards

completion of their degrees. On the other hand, advisors are guides and mentors to students who are often unsure of their life goals, their academic abilities, or their career preferences. Academic advisors are assigned by the dean of the school in which the student's major is housed. Advisors meet with students periodically to plan the academic program and evaluate progress. Registration forms must have the advisor's signature before being processed each semester.

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 can result in 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. Otherwise, an F will be issued at the end of the term.

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 registration 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 until their financial accounts have been settled.

Challenge 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 challenge 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 102. Students who believe that they already have proficiency may request the computer challenge 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, 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:

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

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 Philosophy course approved as fulfilling distribution requirements.

Theology – First course in Theology: 103, 108, 191, 201, 303, 304, 353, 360, 362. Second course in Theology: Any Theology course approved as fulfilling distribution requirements.

Written Communication: ENG 111, 112, 210, 212, 329.

Oral Communication: Any Speech course except 105; TH 155, 156, 213; COM 104, 320.

Fine Arts: Art, Dance, Music, Photography, Theatre

Humanities: English, Literature, French, Humanities, Spanish

Mathematics: Excluding MAT 090, 100, and 105

Natural Sciences: Biology, SES 360/360L, Environmental Science (ACE offers courses with an EVS prefix that are used to satisfy the science requirement.)

Physical Sciences: Chemistry, Physics excluding CHE 110.

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 gradu-

ate 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 majors.

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

Computer Imaging

Painting and Drawing

Athletic Training, B.S.

Pre-Medicine Option

Pre-Physical Therapy Option

Athletic Training, Five Year B.S. to M.S.

Biology (B.S.)

Major: Professional Specialization

Pre-Dental

Pre-Medical

Pre-Optometry

Pre-Pharmacy

Pre-Podiatry

Pre-Veterinary

3-Year Accelerated Option

Biotechnology Specialization

Ecological Studies Specialization

Major for the Medical Laboratory Technician

Histotechnology Specialization

Major: Non-Medical Specialization

Marine Biology Specialization

Post-Baccalaureate Program

Pre-Physical Therapy Specialization

Pre-Physician Assistant Specialization

Broadcast Communication (B.A.)

Cardiovascular Perfusion (B.S.)

Chemistry (B.S.)

Environmental Option

Pre-Dental

Pre-Medical

Pre-Pharmacy

Pre-Veterinary

Communication Studies (B.A.)

Computer Information Sciences (B.S.)

Computer Science (B.S.)

Criminology (B.S.)

Cytotechnology (B.S.)

Diagnostic Medical Ultrasound Technology (B.S.)

Diving Education Minor

Economics/Finance (B.S.)

Electronic Commerce (B.S.)

Elementary Education (B.S.)

English (B.A.)

Literature

Professional Writing

Environmental Science (B.S.)

Environmental Studies (B.A.)

Exceptional Student Education (B.S.)

Exercise Science (B.S.)

Pre-Medicine Option

Pre-Physical Therapy Option

Exercise Science, Five Year B.S. to M.S.

Exercise Science Minor

French (B.A.)

General Studies (B.A.)

Health Services Administration (B.S.)

History (B.A.)

Honors

Information Technology (B.S.)

International Business (B.S.)

International Studies (B.A.)

Legal Studies (B.S.)

Liberal Studies (B.L.S.)

Management (B.S.)

Management Information Systems (B.S.)

Marketing (B.S.)

Mathematical Sciences (B.S.)

Actuarial Science

Applied

Computational

Medical Technology (B.S.)

Music (B.M.)

Music Performance

Musical Theatre

Nuclear Medicine Technology (B.S.)

Nursing (B.S.N.)

Accelerated Option, B.S.N.

Accelerated B.S.N. to M.S.N. Option

Basic Option, B.S.N.

L.P.N. to B.S.N. Option

R.N. to B.S.N. Option

R.N./B.S. to M.S.N. Bridge Option

Seamless R.N. to M.S.N. Option

Three-Year Option, B.S.N.

Two-Year Option, B.S.N.

Philosophy (B.A.)

Photography (B.F.A.) (B.A.)

Biomedical/Forensic

Digital Imaging

Creative
 Photo/Communication
 Physical Education (B.S.)
 Grades K-12
 Political Science (B.S.)
 Pre-Engineering
 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.)
 Social Work (B.S.W.)
 Sociology (B.S.)
 Spanish (B.A.)
 Sport Management (B.S.)
 Diving Industry Specialization
 Golf Industry Specialization
 Sport Management Minor
 Technology (B.S.T.)
 Theatre (B.A.)
 Acting
 Technical Theatre
 Theology (B.A.)

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. Students are bound by the requirements for the major published in the course catalog for the academic year in which the new major was declared. For all other academic and graduation requirements, students remain bound by the regulations published in the course catalog for the academic year of initial acceptance to and enrollment in a Barry University program.

Students returning to the university after an absence of one calendar year or more are bound by all requirements published in the course catalog for the academic year of readmission.

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, Women's Studies, and Film Studies.

Additional courses are offered in the following areas of study:

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

A number of courses and programs at Barry University provide for an interdisciplinary approach to education. Examples include Biomedical Ethics, Environmental Studies, Environmental Science, Humanities, 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.

Audit

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
Audit	AU	No honor points per credit

Not Reported	NR	No Grade Reported is given when the professor fails to turn in his/her grades on the date due. Upon submission, the NR is changed accordingly.
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Effective with the academic year 2001-2002, a plus/minus grading system will be inaugurated for undergraduate students. The use of the plus/minus grading system is at the discretion of individual faculty members. 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. In complete 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.

Incomplete grade redeemed with grade of A	IA	4.00 honor points per credit
redeemed with grade of A-	IA-	3.70 honor points per credit
redeemed with grade of B+	IB+	3.40 honor points per credit
redeemed with grade of B	IB	3.00 honor points per credit
redeemed with grade of B-	IB-	2.70 honor points per credit
redeemed with grade of C+	IC+	2.40 honor points per credit
redeemed with grade of C	IC	2.00 honor points per credit
redeemed with grade of D	ID	1.00 honor points per credit
redeemed with grade of F	IF	No honor points per credit
redeemed with grade of CR	ICR	Credit but no honor points awarded
redeemed with grade of NC	INC	No credit
Withdrew	W	Grade earned for students who officially withdraw during the 1 st 1/3 of the course
	WP/	
	WF	Grade earned for student during the 2 nd 1/3 of course.

WITHDRAWAL POLICY FOR FULL SEMESTER CLASS

First 1/3 of course	=	W
Second 1/3 of course	=	WP or WF

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 or 210, 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.

REQUEST TO REGISTER AT ANOTHER INSTITUTION

Off-Campus Enrollment/Transfer of Credits

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

All policies described in the "Transfer Credit Policies" of the Undergraduate Course Catalog apply. In addition, grades and GPAs for substituted coursework will not be included in the minimum of 56 credit hours of completed coursework at Barry used to determine "graduation with honors."

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. Portfolio credits cannot be applied to the 56 credit hours required to graduate with honors. If a student returns for a second degree, he/she must complete all requirements for graduating with honors, not to include credits used for previous degree. 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.

TRANSCRIPT REQUESTS

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

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

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

Additional Information:

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

Transcript requests should be mailed to:

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

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

ROTC

Air Force (AFROTC)

Barry University, in cooperation with the Department of Aerospace Studies, Air Force Reserve Officer Training Corps (AFROTC), at the University of Miami provides academic instruction and training experiences leading to commissioned service in the United States Air Force.

The AFROTC is an educational program designed to give men and women the opportunity to become Air Force officers while completing a Bachelor's degree. The AFROTC program is designed to prepare them to assume positions of increasing responsibility and importance in the modern Air Force.

AFROTC offers several routes to an Air Force commission-the AFROTC 4 year program, the AFROTC 2 year program and the One Year College Program. Depending on the program chosen, attendance at either a 4-week, 5-week or 7-week summer field-training course will be required. AFROTC cadets will receive junior officer training, career orientation, and learn about how the Air Force operates. Travel to and

from the base and where field training occurs is paid for by the Air Force. The end product of the AFROTC program is to produce 2nd Lieutenants in the Air Force upon graduation. For more information, contact Captain Miller at (305) 284-2871.

Enrollment

There is no military obligation to sign up for AFROTC. To take classes students must be US citizens or resident aliens, and must be US citizens to receive a commission. It is possible to begin AFROTC as a resident alien and earn a commission once citizenship is obtained. AFROTC cadets must also pass the Air Force Officer Qualifying Test, a physical fitness test including a 2-mile timed run, and pass an Air Force physical exam in order to be eligible for scholarships and ultimately commissioning.

Scholarships

A variety of AFROTC scholarships for one, two, three and four years are available on a competitive basis and include an allowance for books plus a non-taxable \$300 - \$400 stipend each month during the school year. Some scholarships provide full college tuition others begin at \$15,000 per year and may be extended to 80% of tuition (cumulative G.P.A. taken into consideration). In selected academic areas, scholarships may be extended to meet a five-year degree program recognized by a college. The one-year program is for students preparing for occupations for which the Air Force has a special need. Two to four-year scholarships are for students pursuing degrees in certain fields of engineering, science, and math. Plus, there is a \$3,000 scholarship available to juniors and seniors who have completed field training, regardless of your major. A number of scholarships are also available to students enrolled in certain non-technical degree programs such as: business administration, accounting, economics and management. Scholarships for careers in the medical field are also offered.

Benefits

All AFROTC cadets receive uniforms, books and equipment for ROTC classes at no cost. Upon being commissioned a 2nd Lieutenant in the Air Force you will receive a starting salary and allowances worth more than \$35,000 per year. Free medical and dental care, 30 days paid annual vacation and added educational benefits are also part of the compensation package.

Courses

AIS 101/102 First and Second Semester Basic (Lecture 1, Leadership Lab* 0)

This course is designed to show the potential Air Force Officer, what role today's Air Force plays in defense of our nation, what role they can fill in today's Air

Force, and finally what the Air Force offers them both today in AFROTC and later should they choose the Air Force as a profession after AFROTC.

**AIS 201/202 Third and Fourth Semester Basic
(Lecture 1, Leadership Lab* 0)**

This course is designed to examine general aspects of air and space power through a historical perspective. We will cover the time period from the first balloons and dirigibles to the space-age global positioning systems to the Persian Gulf War. Historical examples will be provided to extrapolate the development of Air Force capabilities and missions to demonstrate the evolution of what has become today's US Air Force air and space power.

**AIS 301/302 Air Force Management and
Leadership I & II Second Semester
(Lecture 3, Leadership Lab* 0)**

This is a survey course designed to give cadets an overview of the subject, it is not a content course. We will cover listening, speaking and writing skills in the peculiar Air Force format. Additionally, students will be expected to comprehend various aspects of Air Force leadership, individual leadership, Air Force officers' duties and responsibilities and apply the concepts of ethical behavior.

**AIS 401/402 National Security and American
Society I & II Second Semester (Lecture 3,
Leadership Lab* 0)**

Focus is on the examination of the national security process, regional studies, advanced military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism.

*In addition to their respective classroom session, AFROTC cadets will be required to attend Leadership Lab once per week. The Leadership Lab consists of hands-on leadership and management training necessary to prepare cadets for their career as future Air Force officers.

US Army (AROTC)

Barry University in partnership with the U.S. Army offers the Army Reserve Officer's Training Corps at Florida International University. This is a college elective that is designed to teach and instill the leadership skills necessary to become officers in the Active Army, National Guard, or Army Reserves. Students, who complete the ROTC curriculum and earn their Bachelor Degrees in most undergraduate majors, will be commissioned as Second Lieutenants. Army ROTC classes are taught on the Florida International University's University Park Campus (SW 8th Street). For more information, call Major Wally Gallart, at (305) 348-1619 or e-mail at gallartg@fiu.edu.

Enrollment

Freshman and sophomore do not require departmental permission to sign up for the course. There is no military obligation to take the course. At a minimum, students must be resident aliens to participate and must be U.S. citizens to earn a commission. Students must be physically/medically fit and able to graduate and earn their commission before their 30th birthday.

Scholarships

Three and two year scholarships are offered to qualified ROTC students for use at Barry. Scholarships pay up to \$17,000 annually toward tuition, \$600 annually for books, and from \$250 (Freshmen) to \$400 (Seniors) monthly directly to the student. For more information, contact the Enrollment and Scholarship Officer at (305) 348-1619.

Special Programs

Prior service members and members of the National Guard and Army Reserve have special entrance consideration and may be entitled to other monetary benefits. Call the number listed above for more information.

Students that did not participate in ROTC during their first two years in college may attend a four week ROTC Leadership Training Course at Ft. Knox, KY during the summer. This course is voluntary and does not require enlistment or further commitment to the service in order to attend. All transportation, lodging, uniforms and meals are provided. Additionally, students earn \$800-\$900 for attendance.

Benefits

All cadets receive uniform, books, and equipment at no cost. Contracted students, regardless of scholarship, receive \$350 (Juniors) and \$400 (Seniors) monthly. Once commissioned, active duty Second Lieutenants earn a starting salary averaging \$34,000 annually, have 30 days paid vacation annually, are entitled to further education benefits, and free medical/dental care.

Courses

**MSL 1001 Foundations of Officership (2), MSL
1001L Leadership Laboratory (0)**

Examines the unique duties and responsibilities of officers. Discuss organization and role of the Army, review basic life skills pertaining to fitness and communication and analyze Army values and expected ethical behavior.

**MSL 1002 Basic Leadership (2), MSL 1002L
Leadership Laboratory (0)**

Presents fundamental leadership concepts and doctrine. Practice basic skills that underlie effective prob-

lem solving, apply active listening and feedback skills, examine factors that influence leader and group effectiveness, and examine the officer experience.

MSL 2001 Individual Leadership Studies (2)

MSL 2001L Leadership Laboratory (0)

Develops knowledge of self, self-confidence, and individual leadership skills. Develop problem solving and critical thinking skills, and apply communication, feedback, and conflict resolution skills.

MSL 2002 Leadership and Teamwork (2), MSL 2002L Leadership Laboratory (0)

Focuses on self-development guided by knowledge of self and group processes. Challenges current beliefs, knowledge, and skills, and provides equivalent preparation for the ROTC Advanced Course as the Leader's Training Course.

MSL 3001 Leadership and Problem Solving (3), MSL 3001L Leadership Laboratory (0)

Examines basic skills that underlie effective problem solving. Analyze the role officers played in the transition of the Army from Vietnam to the 21st Century, review the features and execution of the Leadership Development Program (LDP), analyze military missions and plan military operations and execute squad battle drills.

MSL 3002 Leadership and Ethics (3), MSL 3002L Leadership Laboratory (0)

Probes leader responsibilities that foster an ethical command climate. Develop cadet leadership competencies, prepare for success at National Advanced Leadership Camp, recognize leader responsibility to accommodate subordinate spiritual needs and apply principles and techniques of effective written and oral communication.

MSL 4001 Leadership and Management (3) MSL 4001L Leadership Laboratory (0)

Builds on National Advanced Leadership Camp experience to solve organizational and staff problems. Discuss staff organization, functions and processes, analyze counseling responsibilities and methods, examine principles of subordinate motivation and organizational change and apply leadership and problem solving principles to the complex case study/simulation.

MSL 4002 Officership (3), MSL 4002L Leadership Laboratory (0)

Capstone course designed to explore topics relevant to second lieutenants entering the Army. Describe legal aspects of decision making and leadership, analyze Army organization for operations from the tactical to strategic level, assess administrative and logistics management functions, discuss reporting and permanent change of station (PCS) process, perform platoon

leader actions and examine leader responsibilities that foster an ethical command climate.

MSL 4900 Studies in Military History (1-3)

Examines the Military Heritage of the United States from colonial wars to the present; focuses on the operational and strategic levels of warfare.

CAMPUS INTERCHANGE PROGRAM

Barry University is part of the five-campus Dominican Colleges Campus Interchange Program. Barry students have the opportunity to spend an academic semester at one of four cooperating institutions located in different geographic areas of the country while remaining degree candidates at Barry. This cooperative educational experience is available through the joint efforts of Aquinas College, Grand Rapids, Michigan; Dominican University of California, San Rafael, California; Siena Heights University, Adrian, Michigan; and St. Thomas Aquinas College, Sparkill, New York.

These colleges have much to offer the Barry student: exposure to people with different sociological and historical perspectives; the benefits of varied cultural opportunities; the possibilities for travel to different historical sites as well as to a wide variety of natural habitats; and the interests and expertise of other faculty members.

The possibilities of participating in the educational and other personally enriching opportunities present in this interchange program should be seriously considered by Barry students who have at least second-semester sophomore standing. Students who travel to another campus for a semester remain degree candidates at Barry and the credits earned are transferred to Barry.

Students must request a catalogue and class schedule from the college they are interested in attending so that they have a complete picture of the courses that are offered prior to requesting approval.

Aquinas College, Grand Rapids, Michigan, is located on a wooded campus nestled in the heart of Michigan's second-largest city. The picturesque campus boasts a blend of historic architecture and state-of-the-art amenities and is within minutes of a vibrant downtown and its diverse cultural and entertainment offerings.

Dominican University of California in San Rafael is located on one hundred wooded acres in a residential district just one-half hour's drive north of San Francisco across the Golden Gate Bridge.

Siena Heights University is located in Adrian, a small city in the heartland of the Midwest. Neighboring the lake-dotted Irish Hills, it combines the cultural advantages of three colleges with the rural beauty of south-

east Michigan and the nearby bright lights of Ann Arbor, Detroit, and Toledo.

St. Thomas Aquinas College, Sparkill, New York is located on twenty-four rolling acres at the foot of the Clausland Mountains, an area noted for its natural beauty at the edge of the Hudson River Valley. It is within easy commuting distance of New York City, where students may avail themselves of frequent visits to museums, theatres, art galleries, and libraries.

APPLICATION REQUIREMENTS

1. All applicants must have at least second-semester sophomore status during the semester of exchange and must have completed at least two semesters at Barry University prior to the exchange semester.
2. All applicants must have a minimum cumulative grade point average of 3.00 as well as a minimum grade point average of 3.00 in all major courses.
3. Applications for participation during the Fall semester must be submitted by April 1 of the preceding academic year.
4. Application for participation during the Spring semester must be submitted by November 1 of the current academic year.
5. The completed application must be submitted to the Dean, School of Arts and Sciences, by the appropriate deadlines. Application forms are available from this office, located in Lehman 333.
6. All applicants must have written approval from their academic advisors of the course of studies to be pursued at the exchange college.
7. Acceptance for participation will be subject to the approval of the Dean, School of Arts and Sciences, in addition to the consent of the exchange college.

SECOND BACHELOR'S DEGREES

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

- A formal application must be submitted to the Division of Enrollment Services, Office of Records Management.
- 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 University.
- 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.
- At least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's must be completed

at Barry. These courses must be completed with a letter grade.

- 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.

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

- A formal application must be submitted to the Division of Enrollment Services, Office of Records Management.
- 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 University.
- At least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's must be completed at Barry. These courses must be completed with a letter grade.
- The student must achieve a cumulative grade point average of 2.00 or higher, with 2.00 or higher for the second degree program. 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.
- The same degree from Barry University may be awarded more than once only if all degree requirements are met for the second degree program according to the academic regulations in the course catalog for the academic year of acceptance to and enrollment in the second degree program.

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.

Liberal Studies, M.A.

School of Arts and Sciences

Clinical Psychology, M.S.

Communication, M.A.

Executive Master of Science in Communication, M.S.

Organizational 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

Counseling, Ph.D.

Curriculum and Instruction, Ed.S.

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

Educational Technology Applications, M.S., Ed.S.
Teaching and Learning with Technology M.S., Ed.S.

Multimedia and Communications in
Education M.S., Ed.S.

Educational Technology Leadership Ed.S.

Elementary Education, M.S.

Exceptional Student Education, M.S., Ed.S.

Mentally Handicapped/Varying

Exceptionalities M.S.

Mentally Handicapped/Specific Learning
Disabilities M.S.

Gifted M.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.

Leadership and Education, Ph.D.

Specializations:

Educational Technology

Exceptional Student Education

Higher Education Administration

Human Resource Development

Leadership

Marriage and Family Counseling, M.S., Ed.S.

Marriage and Family and Mental Health

Counseling, M.S., Ed.S.

Master of Teaching M.A.T.

Middle School English

Middle School Social Science

Middle School Math

Middle School Science

Secondary School English

Secondary School Social Science

Secondary School Math

Secondary School Science

Mental Health Counseling, M.S., Ed.S.

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

Montessori Early Childhood, M.S.

PreK-Primary Education, M.S., Ed.S.

Reading, M.S., Ed.S.

Rehabilitation Counseling, M.S., Ed.S.

Theology M.A./Counseling M.S. (Dual Degree)

School of Graduate Medical Sciences

Doctor of Podiatric Medicine, D.P.M.

Physician Assistant Program, M.C.M.S.

Anatomy, Master of Science, M.S.

Public Health, M.P.H.

School of Human Performance and Leisure Sciences

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

Sport Management, M.S.

Dual Degree in Sport Management & Business

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

School of Law*

Juris Doctor, J.D.

School of Natural and Health Sciences

Anesthesiology, M.S.

Biology, M.S.

Biomedical Science, M.S.

Health Services Administration, M.S.

Occupational Therapy, M.S.

Public Health, M.P.H.

School of Nursing

Nursing, M.S.N., with Specializations in
Nursing Education; Nurse Practitioner (Family),
Nurse Practitioner (Acute Care); and Nursing
Administration, including a dual degree with
Andreas School of Business, MSN/MBA

Doctor of Philosophy in Nursing, Ph.D.

School of Social Work

Master of Social Work, M.S.W.

Doctor of Philosophy in Social Work, Ph.D.

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

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 intent to comply in every respect with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) as presently constituted to be amended in the future.

Barry University condemns the possession, use or distribution of illicit drugs and the abuse of alcohol and drugs/substances, whether prescriptive or non-prescriptive. Any student or employee found to be in the possession of, using, selling, trading, or offering for sale illicit drugs or alcohol on the University's property or as part of the University's activities will be subject to disciplinary action as well as applicable local, state, and federal laws.

As a condition of employment, all employees and students must abide by the terms of this policy. Under federal law, an employee working under, or student receiving funds from a federal grant or contract, must report his/her criminal drug statute conviction for a violation occurring in the University to the Administration not later than five (5) days after such conviction. If said employee/student is receiving federal grant or contract funds, the University is required to give notice of the conviction to the contracting agency within ten (10) days after learning of it. Employees/students convicted must, under the terms of this policy, have sanctions imposed within thirty days of the date the University Administration learns of the conviction. (For complete policy, contact Office of Vice President for Student Services or the Human Resources Office on campus.)

POLICIES AND PROCEDURES RELATING TO SEXUAL HARASSMENT

Barry University seeks to prevent harassment of its students, employees and those who seek to join the campus community in any capacity.

Sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant, when:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission or academic evaluation.

- Submission to or rejection of such conduct is used as a basis for a personal decision or academic evaluation affecting such individuals.
- The conduct has the purpose or effect of interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working or learning environment.

The above definition is in line with the Equal Employment Opportunity Commission's regulations on sexual harassment.

Barry University, its officers and employees are responsible for maintaining a working and learning environment free from sexual harassment. Existing disciplinary and grievance procedures or informal procedures, as appropriate, shall serve as the framework for resolving allegations of sexual harassment. Responsibilities include making widely known the prohibitions against sexual harassment and ensuring the existence of appropriate procedures for dealing with allegations of sexual harassment.

ACADEMIC DISHONESTY POLICY

(From the Barry University Faculty Handbook)

Cheating and Plagiarism: Definitions

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

An Incident of Cheating or Plagiarism

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

Procedures for Handling Cheating and Plagiarism

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

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

If the student denies cheating and the faculty member continues to believe cheating has occurred, the

faculty member will send an Academic Dishonesty Form to the faculty member's dean.

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

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

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

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

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

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

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

Responsibilities of the Faculty

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

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

Responsibilities of Students

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

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

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

Policy on Hazing

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

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

ACADEMIC RESOURCES

LEARNING CENTER

Michelle A. Stefano, M.A., Assistant Director

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

The Learning Center provides review courses for CLAST preparation (EN 012 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 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 and Study Skills and Strategies Clinic on an as-needed basis.

EN 012 Reading, Essay, and Language Skills for CLAST (1)

Preparation for the Florida College Level Academic 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, provides review of necessary mathematical areas through a performance-based module approach, and uses correlated computer aided instruction. Satisfies requirement for students who must register for the CLAST examination. Does not meet distribution or degree requirements. CR/NC option only.

MAT 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 instruction, and one-on-one tutoring. Does not fulfill distribution or degree requirements. Placement in this course is by appropriate score on the placement test. CR/NC option only.

ENG 103 English Composition Strategies (3)

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.

HUM 208 U.S. Culture through Film and Media (3)

This course examines the history and practice of American culture thematically from a cross-cultural perspective through expository writings, historical documents, literature, and North American film. Themes included democracy, structure of government, ideology, American beliefs and values, cultural influences on American society, racism, women in the U.S., and mass culture and media. Does not meet distribution or degree requirements.

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.

Supplemental Instruction Courses

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. SI credit does not count toward degree.

SI 010 Active Reading and Learning

Strategies 1-2 cr

SI 012 Reading Comprehension and English Syntax (Non-native only) 1-2 cr.

SI 020 Writing Laboratory 1 cr.
(see class schedule for section offerings)

SI 040 Grammar & Syntax 1 cr.

SI 042 Accent Reduction/Conversation 1 cr.

SI 057 Biological Methods 2 cr.

SI 059 Writing for Social Work 2 cr.

SI 070 CHE 109 Recitation 1 cr.

SI 071 CHE 111 Recitation 1 cr.

SI 072 CHE 112 Recitation 1 cr.

SI 073 CHE 152 Recitation 1 cr.

SI 074 CHE 153 Recitation 1 cr.

SI 075 CHE 243 Recitation 1 cr.

SI 076 CHE 244 Recitation 1 cr.

SI 080 PHY 110 Recitation 1 cr.

SI 081 PHY 151 Recitation 1 cr.

SI 082 PHY 152 Recitation 1 cr.

SI 083 PHY 201 Recitation 1 cr.

SI 084 PHY 202 Recitation 1 cr.

SI 085 PHY 210 Recitation 1 cr.

SI 086 PHY 211 Recitation 1 cr.

SI 087 PHY 212 Recitation 1 cr.

CAL PROGRAM

Vivian Castro, M.S., Director

The 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. The CAL Program is designed to meet the needs of students with learning disabilities who have the intellectual potential and motivation to complete a university degree or graduate studies. It is a comprehensive, professionally staffed, and structured approach which aims to increase academic self-direction, socioemotional maturity, and career development. The goal of the program is to develop students' understanding of the skills and strategies they may employ to circumvent their individual learning disabilities successfully, in life as well as academia.

Services include:

- intensive, individual tutoring to improve reading, writing, oral communication, and mathematics skills needed at the university level;
- instruction in learning and study strategies based on individual needs;

- small-group subject area tutoring;
- academic counseling;
- individual and small-group personal and career counseling;
- special test administration services; and
- advocacy with faculty to facilitate course success.

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

TRANSITION IN LANGUAGE AND CULTURE PROGRAM

Michelle A. Stefano, M.A., Director

The Transition in Language and Culture Program (TLC) is a transitional program which fosters the development of language proficiency and cultural understanding while the student earns university credit in a supportive environment. It is designed to meet the needs of those students who have met with academic success in their primary language. The goal of the program is to increase the cognitive and academic language ability of the English-language-learners in order for the student to become more proficient in the manipulation of language in the decontextualized academic situation. In this transition program, the students earn credit toward the degree while continuing to develop language proficiency.

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 meeting their need as members of the global marketplace to have knowledge of the prevalent international culture. In addition to developing a knowl-

edge base, these courses will act as a perceptual filter for students 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 the 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 success in an American university.

COURSES

ENG 103	Composition for ESL/EFL students (3 credits)
HUM 208	United States Culture through Film and Media (3 credits)
COM 104	Interpersonal Communication (3 credits)
MATH	To be determined by placement examination (3 credits)

Electives

SI 042	Accent Reduction/Conversations in American English (1 credit)
SI 040	English Grammar and Syntax (1 credit)
SI 020	Recitation for HUM 208/ENG 103 (see class schedule for specific section)

HONORS PROGRAM

Pawena Sirimangkala, 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

First year students who have a minimum combined SAT score of 1250 and attain a minimum cumulative GPA of 3.70 in high school and transfer students who have a minimum cumulative GPA of 3.70 from a regionally accredited university are invited to participate in the Honors Program. The program also attracts students who have finished their first year at Barry and have a minimum cumulative GPA of 3.50 and obtain the approval of their academic advisors in consultation with the Honors Program Director.

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 first year 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 in Physics/Math course during fall semester and Humanities course during spring semester. The Physics/Math course investigates the history and philosophical development of science and mathematics. General theories will be discussed from a variety of perspectives. The Humanities course,

“Dimensions of Culture I,” reviews the basic theoretical concepts and perspectives on how culture impacts the organization of society. This course is a pre-requisite to “Dimensions of Culture II.”

Junior students enroll in a social science course, “The World in America,” during fall semester. This course examines the reality of the multicultural experience in American society from a sociological perspective. During spring semester, students enroll in “Dimensions of Culture II,” a humanities course. This course examines various theories on how culture is produced and experienced in a society.

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 21 credit hours in honors courses
- (2) While the demands of particular academic programs may require individual adjustments, the suggested sequence for honors courses shall be:
 - (a) First Year — THE/PHI 191 and ENG 199 (6 credit hours). These courses will fulfill the University distribution requirements and Arts and Sciences general education requirements in Theology/Philosophy and part of Oral and Written Communication.
 - (b) Sophomore Year—MAT/HON 199 (also listed as CHE/PHY 198) and HUM/HON 199 (6 credit hours). HON 199 and CHE/PHY 198 will fulfill the University distribution requirements in Physical or Natural Science. HUM/HON 199 will count as general electives.
 - (c) Junior Year—SOC 394 and HUM/HON 300 (6 credit hours). SOC 394 will fulfill the University distribution requirements in Social and Behavioral Sciences. HUM/HON 300 will count as general electives.
 - (d) Senior Year—HON 479 (3 credit hours). HON 479 Honors Thesis/Project will contain a supervised, original research component and must be approved by an examining committee. A supervisory committee will oversee the thesis/project.
- (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 cumulative GPA of 3.5.

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 recom-

mendation 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, theatre, English, French, history, humanities, mathematics, music, political science, Spanish, philosophy, theatre and theology.

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 Dr. Lillian Schanfield, Department of English and Foreign Languages, 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.S..I., M.B.A., Associate Vice President and Dean

The administrative offices of the Division of Information Technology are housed in the Garner building. The division provides library, distance education and technology services for the University. It is the mission of the division to provide the user community with the highest level of technical service and support; to assist the university in maintaining its competitive edge through the strategic planning and deployment of new technologies; and maximize cost-effective use of resources through centrally managed, shared equipment. The division consists of eight support departments addressing the different resource needs of the University. All non-instructional support from the division is coordinated through a centralized helpdesk.

CENTER FOR EXCELLENCE IN LEARNING & TEACHING (CELT)

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

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

DESKTOP COMPUTING SERVICES

Glendon Redway, Director

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

It is the central point-of-contact for providing pre-purchasing consultation and approval for all desktop-computing purchases. This ensures that a standard platform for information exchange throughout the university is maintained. DCS also provides technical expertise and support in Wide Area Networking (WAN) to all 14 off-campus locations. This ensures that these sites can access file and print sharing, electronic mail, and restricted intranet resources on the main campus.

IT SUPPORT DESK

Darrell D. Duvall, Director

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

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

Other Services

Students, faculty and staff interested in using an Internet Service Provider (ISP) from home are eli-

gible to receive discounted rates through AT&T's Internet Connection for Education (ICE) provider. Connection kits can be downloaded for free at <http://www.attbusiness.net/softctr/software.html>. A credit card is required to activate service through AT&T.

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

INSTRUCTIONAL COMPUTING SERVICES

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

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

Computer Labs

Hernan Londono, Manager

The Main Computer Lab, located in Garner-247, is available to all students and faculty and provides access to various application packages, various operating systems, electronic mail, and the Internet. The lab is equipped with over 80 Windows-based computers, scanners, color printers, and networked laser printers.

For teaching, there are eight networked classrooms for hands-on computer usage. Each room is equipped with an average of 25 Windows-based computer workstations, a networked printer and a multimedia teacher's workstation connected to an overhead projection system. Faculty wishing to reserve a room can do so in person in the computer lab or by calling (305) 899-3893.

Lab Hours (During Fall and Spring Semesters)

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

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

Special hours are kept over holiday periods, end-of-semester periods, and summer sessions. Current computer lab hours can be obtained at (305) 899-3891 or at Barry University Web site.

Printing Services

Laser printing is available in the main lab for a fee (.05 per page with a print card and .10 per page without

a card). Color printing costs 1.00 per page for plain paper printouts and 1.50 for color overhead transparencies.

Faculty & Staff Training

Deborah Seepersaud, Assistant Manager

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

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

Audiovisual Department

Lynch Hymn, Manager

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

David Brinkley Studio

Mary Rode Worley, Manager

The David Brinkley Studio provides resources for Communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the 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. For additional information, contact the studio manager at (305) 899-3462.

LIBRARY SERVICES

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

The Monsignor William Barry Memorial Library provides material and services in support of the educational objectives of the University. Students have access to a collection of 713,000 items, which are available through the online catalog. There are more than

2,669 periodical titles, 5,269 audiovisual titles and access to over 250 electronic databases.

PUBLIC SERVICES

Anthony Valenti, M.L.S., Assistant Director

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

Library hours (during fall and spring semesters)

Sunday noon – 12 a.m.

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

Friday – 7:30 a.m. – 10:00 p.m.

Saturday – 10:00 a.m. – 10:00 p.m.

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

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

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

REFERENCE SERVICES

Kenneth Venet, M.L.S., Assistant Director

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

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

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

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

TECHNICAL SERVICES

Rita Cauce, Assistant Director

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

NETWORK AND INFORMATION SYSTEMS

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

Network and Information Systems is responsible for the administration of a number of computer servers running on Microsoft Windows 2000. These computers are the primary servers for "BARRYNET," the campus-wide Ethernet network. They collectively provide network file and print services, electronic mail services, online library applications, special applications for instructional purposes, and the hosting of Barry's Internet, Intranet, and instructional web servers. The Internet domain for the University is "barry.edu." World wide access via the Internet is available at <http://www.barry.edu>

Computer Accounts

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

Web Based Email System

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

Remote Access Services

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

INFORMATION TECHNOLOGY INFRASTRUCTURE SERVICES

Terry Kushi, Director

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

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

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION

Carol-Rae Sodano, Ed.D., Dean

Judith O. Brown, Ed.D., Associate Dean

Lee Dutter, Ph.D., Associate Dean

Judith Hochman, Ed.D., Associate Dean

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

Thomas Ayers, M.S., Assistant Dean

Heidi McLaughlin, M.B.A., Assistant Dean

John Rushing, D.B.A., Assistant Dean

Ellen Scarborough, M.S., Assistant Dean

Faculty: Alexandrakis, Braunstein, Brock, Deeb, Feito, Gordon, Hay, Horner, Johnson, Loutzenhiser, Luckett, Maddox, Maybee, McKay, Olson, Orman, Pita, Quinn, Rose, Rushing, Scully, Swaner, Teitzman, Testa, Yazbeck, Zavodska

STATEMENT OF PURPOSE

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 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.)

Master of Arts in Liberal Studies (M.A.)

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 Criteria 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.

Students must select an area of specialization in one of the following: Health Services Administration, Human Resources, Information Technology, Network and Systems Engineering, Professional Administration or Public Administration.

The program requires students to complete an area of specialization. However, students may opt to complete both the portfolio and the specialization. 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 learning essay 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.

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, administration, research, communication, interpersonal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first three terms 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).
4. Students are able to document at least 5 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 Instructional Modules for the Preparation of Experiential Learning Portfolio for assessment procedures and appeal provisions. ACE also grants credits for selected professional licenses. Please refer to the Assessment of Prior Learning Fact Book for details.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO:

UP TO 30 CREDITS

ELECTIVES:

VARIABLE (STUDENTS SELECT COURSES IN ANY APPROVED AREA.)

AREA OF SPECIALIZATION:

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.

To earn an area of specialization, students will select approved elective courses in the following areas:

Health Services Administration
Human Resources
Information Technology
Network and Systems Engineering
Professional Administration
Public Administration

University policies regarding an area of specialization are as follows:

1. 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers.
2. 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
3. Only one Special Topic course may be included in the 21 credit hours. The Special Topic course must be directly related by name and course content to the area of specialization.
4. The course title, prefix, and number will be the determinant for course work in an area of specialization, e.g., PUB 403 "Public Budgeting and Finance."

5. Prerequisites must be honored.

6. Only elective courses may be applied toward an area of specialization.

7. Bachelor of Professional Studies with a specialization in Professional Administration, Public Administration, Human Resources, Health Services Administration—*up to 6 credits in portfolio and/or transfer into the specialization electives.*

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.

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

The program requires students to complete an area of specialization. However, students may opt to complete both a portfolio and a specialization. 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 learning essay, 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.

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, administration, research, communication, inter-personal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first three terms 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 5 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 Instructional Modules for the Preparation of Experiential Learning Portfolio for Assessment Procedures and Appeal Provisions. ACE also grants credits for selected professional licenses. Please refer to the Assessment of Prior Learning Fact Book for details.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO:

UP TO 30 CREDITS

ELECTIVES:

VARIABLE (STUDENTS SELECT COURSES IN ANY APPROVED LIBERAL ARTS AREA.)

AREA OF SPECIALIZATION:

21-24 ELECTIVE CREDITS

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

Behavioral Sciences
Humanities
Legal Studies
Psychology
Social Welfare

University policies regarding an area of specialization are as follows:

1. An area of specialization 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 specialization).

3. 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
4. Only one Special Topic course may be included in the 21 credit hours. The Special Topic course must be directly related by name and course content to the area of specialization.
5. The course title, prefix, and number will be the determinant for course work in an area of specialization.
6. Pre-requisites must be honored.
7. Up to six credits in portfolio and/or transfer into the specialization electives.

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.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO OPTION:

UP TO 30 CREDITS

(of which 21 credits can be used for restricted electives)

Required Courses

18 credits

Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.

POS 303 Public Policy and Administration
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 410 Methods and Techniques for Public Administration

Restricted Electives

6 credits

PUB 405 Administrative Law and Process
PUB 407 Productivity Improvements in the Public Sector
PUB 408 Public Administration and the Political Process
PUB 409 Contemporary Issues in Public Safety
ADM 301 Labor Relations
ADM 303 Administrative Theory and Practice

- ADM 353 Leadership and Performance Development
 ADM 412 Quality Leadership
 ADM 464 Strategic Human Resource Development
 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, gained through a portfolio 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 student's 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 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.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO REQUIREMENT:

30 CREDITS

(of which 6 credits can be used for restricted electives)

Required Courses 18 credits

Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.

- 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 301 Labor Relations
 ADM 303 Administrative Theory and Practice
 ADM 306 Services Marketing
 ADM 353 Leadership and Performance Development
 ADM 412 Quality Leadership
 ADM 464 Strategic Human Resource Development

Total credits for the Health Service

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

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 specialization in Information Systems, Network and Systems Engineer, Telecommunications, Webmaster, Network Administration, Software Development or Administration and may choose electives in either field. Students not wanting to complete a specialization must complete the 30 credit major core and submit a portfolio. A 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
CORE 30 CREDITS
SPECIALIZATION 15 CREDITS
PORTFOLIO OPTION: UP TO 30 CREDITS
ELECTIVES VARIABLE

MINIMUM TOTAL DEGREE REQUIREMENTS 120 CREDITS

PREREQUISITE COURSES 6 CREDITS

CAT 102 Basic Computer Applications
IT 190 Microcomputer Basics

Major Core Courses 30 credits

CS 131 Fundamentals of Computer Programming
IT 200 Foundations of Information Technology
IT 310 Telecommunication and Computer Networks
IT 320 Computer Security
IT 338 Web Design, Authoring and Publishing
IT 350 The Web and E-Technology
CS 372 Software Engineering
IT 400 IT Project Management
CS 426 Databases
IT 499 Integrated Capstone Project

NETWORK AND SYSTEMS ENGINEER SPECIALIZATION 15 CREDITS

NSE 310 Network Operating System I
NSE 320 Network Operating System II
NSE 340 Network Operating System III
NSE 425 Advanced Directory Services
NSE 445 Advanced Network Services

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

INFORMATION SYSTEMS SPECIALIZATION 15 CREDITS

IT 403 Customer Service Information Systems
CS407 Database Programs and Administration
IT 450 Administrative Information Systems
6 credits of CS, IT, or NSE upper-level courses

TELECOMMUNICATIONS SPECIALIZATION 15 CREDITS

IT 351 Voice and Digital Communications
IT 402 Advanced Topics in Signaling Systems
IT 300 S/T: Wireless Communication and Mobile Computing
IT 440 International Telecommunications
3 credits of CS, IT or NSE upper-level electives

INFORMATION TECHNOLOGY ADMINISTRATION SPECIALIZATION 15 CREDITS

ADM 303 Administrative Theory and Practice
ADM 320 Planning, Budgeting and Finance
ADM 353 Leadership & Performance Development
IT 450 Administrative Information Systems
3 credits CS, IT or NSE upper-level electives

SOFTWARE DEVELOPMENT**SPECIALIZATION****15 CREDITS**

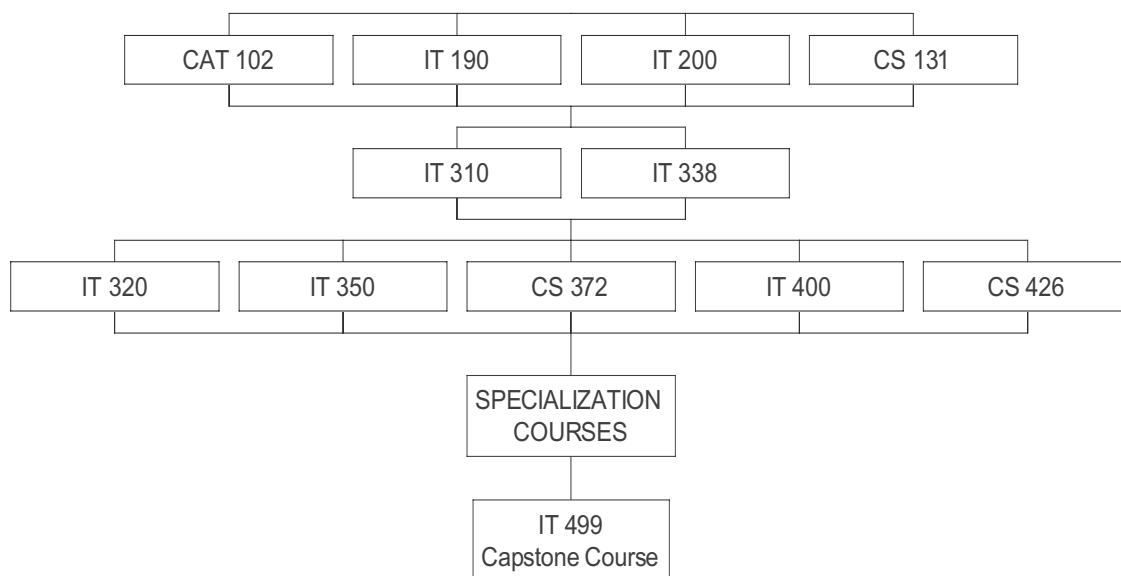
CS 301 Computer Programming
 CS 407 Database Programming and Administration
 CS 428 Object-Oriented Software Development
 CS 438 Web Programming and Development
 CS 340 JAVA Programming for the Web

NETWORK ADMINISTRATION**SPECIALIZATION****15 CREDITS**

NSE 305 Advanced PC Hardware and Networking
 NSE 310 Network Operating System I
 NSE 330 Working with CISCO LAN Hardware
 NSE 405 Managing a Microsoft Network
 NSE 415 Network Operating System IV – LINUX

WEBMASTER**SPECIALIZATION****15 CREDITS**

CS 334 Computerized Graphics
 CS 407 Database Programming and Administration
 CS 438 Web Programming and Administration
 IT 420 Internet/Web Server
 3 credits CS, IT, or NSE upper-level electives

RECOMMENDED BS-IT COURSE SEQUENCING

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.

POST-BACCALAUREATE CERTIFICATION IN INFORMATION SYSTEMS 18 CREDITS

- IT 200 Foundations of Information Technology
- IT 310 Telecommunications and Computer Networks
- IT 338 Web Design, Authoring and Publishing
- IT 350 The Web and E-Technology
- IT 400 IT Project Management
- CS 426 Databases

POST-BACCALAUREATE CERTIFICATE IN NETWORK AND SYSTEMS ENGINEERING 18 CREDITS

- IT 310 Telecommunications and Computer Networks
- NSE 310 Network Operating System I
- NSE 320 Networking Operating System II
- NSE 340 Network Operating System III
- NSE 425 Advanced Directory Services
- NSE 445 Advanced Network Services

EXPRESS CERTIFICATION FOR NETWORK AND SYSTEMS ENGINEERING 18 CREDITS

See Post-Baccalaureate Certificate in Network and Systems Engineering above.

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 specialization is also offered in connection with the Bachelor of Liberal Studies ("BLS") degree; see page 60 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**.

Students who are seeking a Bachelor of Science degree with a Legal Studies major or a Bachelor of Liberal Studies degree with a Legal Studies specialization must take the Certified Legal Assistant (CLA) examination, administered by the National Association of Legal Assistants, Inc., (NALA), prior to submitting an application for graduation. Proof of sitting for the CLA examination must be attached to the application for graduation. The CLA examination is offered at least twice each calendar year in Florida. Information on the CLA examination, eligibility and testing dates and sites can be obtained from NALA at <http://www.nala.org> or by writing to NALA, 1516 South Boston, Suite 200, Tulsa, Oklahoma 74119.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO REQUIREMENT:

UP to 30 CREDITS

(of which 6 credits can be used for restricted electives)

MINIMUM TOTAL:

120 CREDITS

Required Courses 15 credits

Students should plan their programs with advisor assistance so that courses can be completed in the recommended sequence which follows.

- 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 470 Immigration Law
- PLA 480 Bankruptcy
- PLA 483 Family Law
- PLA 300 Special Topics

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 program.

UNDERGRADUATE CERTIFICATE PROGRAM

The Undergraduate Certificate Program is a 60 credit hour program consisting of the 5 required PLA courses, shown above, plus any 3 restricted PLA electives 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 8 specified 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.

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, Tallahassee and 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.

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. 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 prior to registration.

BACHELOR OF SCIENCE IN PROFESSIONAL ADMINISTRATION

The Bachelor of Science in Professional Administration is designed to prepare the students 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, or Administration.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO REQUIREMENT:

UP TO 30 CREDITS

(of which 6 credits can be used in required electives)

Required Courses

15 credits

Students should plan their programs with advisor assistance so that courses can be completed in the recommended sequence which follows.

ADM 303 Administrative Theory and Practice

ADM 315 Diversity in the Workplace

ADM 320 Planning, Budgeting and Finance

ADM 353 Leadership and Performance Development
ADM 412 Quality Leadership

Required Electives **15 credits**
(Students must select courses from the following designated prefixes.)

ADM (any ADM prefix courses)

PLA (343, 440)

PUB (403, 406, 408)

HSA (any HSA prefix courses)

IT (**200**, 310, 400)

(Bold type course is a prerequisite)

Note: Up to 6 credits of related courses may be in portfolio and/or in transfer.

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

West Dade

8070 N.W. 53 Street
Suite 100
Miami, FL 33166
Telephone (305) 591-7240

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 33176
Telephone: (305) 275-2761
18958 S. Dixie Highway
Miami, FL 33157
Telephone: (305) 969-5833

Broward County

Atrium Executive Center, Suite 114
4801 S. University Drive
Davie, FL 33328-3821
Telephone: (954) 434-8858
18004 NW 6 Street, #101
Pembroke Pines, FL 33029
Telephone: (954) 443-0561
1835 S. Perimeter Road, Suite 170
Ft. Lauderdale, FL 33309-3066
Telephone: (954) 493-8892

South Palm Beach County

701 N. Congress Ave., # 15
Boynton Beach, FL 33426
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: (772) 871-8000; (800) 947-BARY
FAX (813) 278-3346

Collier/Lee Counties

10100 Deer Run Farms Road, Suite 200
Fort Myers, FL 33912
Telephone: (239) 278-3041; (800) 388-2279

Brevard County

135 E. Merritt Avenue
Merritt Island, FL 32953-3410
Telephone: (321) 453-6253
630 S. Wickham Road,
Suite 104
West Melbourne, FL 32904
Telephone(321)409-5553

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 102
325 John Knox Road
Tallahassee, FL 32303
Telephone: (850) 385-BARY

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.

CONTINUING EDUCATION PROGRAMS

In addition to undergraduate and graduate degree programs, the School of Adult and Continuing Education offers a variety of continuing education programs and services designed to respond to the diverse educational interests and lifelong learning needs of individuals of all ages. These programs and services offer opportunities for acquiring and updating knowledge and skills for purposes of professional advancement and personal enrichment. They expand the School's ability to establish community-based partnerships, pilot innovations, and position 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; consultation for business 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. All offerings contribute to the self-fulfillment and intellectual stimulation that are the rewards of lifelong 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 enrolled in a degree program, which has a portfolio option, or requirement at Barry University may include records of CE professional development training in their portfolio of learning from work experience. For further information call (305) 899-3320.

Course Descriptions— Administration Prefix: ADM

301 Labor Relations

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 Theory and Practice

An examination of the general principles of organizational leadership and administration. Topics include contemporary approaches to leadership, planning, organizing, staffing and control, and the conceptual foundations of modern organizations.

306 Services Marketing

This course will explore service marketing strategies and methods. The focus will be on distinctions which exist in the marketing of intangibles and methods designed to increase the effectiveness of services marketing for private/public and not-for-profit organization.

312 Training and Development

Practical approaches for improving individual and team performance and organizational productivity will be reviewed in this course. Topics include adult learning theory, approaches to program development, implementation and evaluation, instructional systems and human performance improvement

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 Planning, Budgeting and Finance

Explores the fundamental issues that are affected by the profit planning and control process. Emphasis is on understanding the broad organizational context within which budgets and plans are prepared and implemented.

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.

361 Negotiation: Theory and Practice

This course examines the effect negotiation has in the workplace and focuses on issues related to planning, communication, rationality, persuasion, and power among others.

410 Recruitment and Selection

This course will provide the student with a thorough understanding of the human resource function of recruitment and selection in private, public and not-for-profit organizations. The inter-play of applied research methods, the legal system, administrative theory and practice will be integrated into this course. Promotions, a specific application of selection, and placement and orientation will also be investigated. Emphasis will be on theory-to-practice. Students will develop applications from principles and best practices, including how to improve the oral interview process as a selection method. This course is designed for advanced students in human resource administration.

412 Quality & Productivity

Focuses on the design and implementation of quality initiatives in organizations. Topics include the issues of quality and productivity, team-building, continuous improvement, and the leadership approaches which most.

445 Service, Quality and Value

This course will explore strategies and methods for improving customer value and customer service. The management of service operations will be explored and case studies will be analyzed as it applies to the private, public and not-for-profit organizations.

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.

464 Strategic Human Resource Administration

A comprehensive review of general human resource theories and practices related to managing personnel more strategically. Major topic areas include staffing,

human resource development compensation and benefits, employee and labor relations, health, safety, and security. Legal issues, principles of applied research and measurement, and student projects will be emphasized as they apply to private, public and not-for-profit organizations.

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**312 Experiencing Art**

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 exercises, visits to museums, viewing of slides and films. etc. (studio course).

321 Contemporary Art

A look at mixed media painting, craft, and performance art from the 1960's up to the present.

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.

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

An exploration of the basic concepts of nutrition science, guidelines for making food choices, and techniques for meeting the challenge of health maintenance. This course applies a framework of traditional and non-traditional life-style principles to help ensure the achievement of a healthier, more fulfilling life.

Communications Prefix: COM**320 Family Communications**

This course focuses on the ways families communicate in order to increase understanding of one's own communication behaviors and in order to improve speech and communication skills. The course will focus on the principles and practices of effective, ethical, persuasive communication as applied to family groups. Major topics include audience analysis, selection of messages, tailoring communication to audiences and situations, effective delivery, rules of communication, oral dyadic communication, conflict and conflict resolution, and ethical, effective, persuasive discussion.

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. Two attempts maximum.

318 Modern American Playwrights

Important American playwrights from the 1940's to the present day. Emphasis will be on major styles and themes and how the plays reflect the changes in American society

329 English Composition and Syntax

Opportunity to develop facility with English syntax and to write more effectively by studying and practicing expository discourse. (Mandatory) A minimum course grade of C is required. Two attempts maximum.

Environmental Science Prefix: EVS**306 Environment**

A conceptual approach to understanding the interrelatedness of natural processes at work in the environ-

ment. 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.

425 Global Warming/El Nino

An analysis of Global warming from different points of view: as a serious global environmental threat, and as a problem that has been over-estimated. How global warming is affecting our civilization, and the solutions to avoid this problem. El Nino southern Oscillation (ENSO), and its counterpart, La Nina, is a global weather phenomenon that affects many different aspects of our lives: Economy, health, sports/recreation. What causes El Nino, and how to live with it.

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

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.

Information Technology Prefix: IT

200 Foundations of Information Technology

This course is intended to provide students with an understanding of computer-based information technology in organizations from a performance perspective. The application of information systems concepts to the collection, retention, and dissemination of information is examined. Emphasis is placed on the dynamic interaction of people, technology and organizations. Prerequisite: CAT 102

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. Prerequisite: IT 200

320 Computer Security

Provides a foundation for understanding computer and communications security issues. The course will provide a framework for creating and implementing viable computer security procedures. Topics include hardware, software, and network security; the regulatory environment; personnel considerations; cryptography; protecting against threats from hackers, insiders, and viruses; and techniques for responding to breaches of security. Prerequisite: IT 310.

338 Web Design, Authoring and Publishing (3)

Concepts, tools, and technologies of computer networked information with an emphasis on the Internet and the Web. Web clients and servers. Web design, authoring, publishing and programming. Web development tools. Internet trends. Prerequisite: CAT 102

350 The Web and E-Technology

This course is designed to provide an in-depth understanding of how to use web technology 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 Web and E-technologies will be a central focus of this course.

351 Voice and Digital Communication

The design and operational principles for communication networks are presented. Essential elements of speech, video, and images are examined as electrical signals. Digital communication topics include transmission, signaling, switching, and 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 310

400 Information Technology Project Management

The application of information systems concepts to the strategic challenges facing organizations will be examined. The role of project management systems in planning, operation and decision making are emphasized.

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

420 Internet/Web Server (3)

This course teaches students how to support the various features of an Internet Server. Students will gain understanding of the product by installing, configuring, and supporting an Internet/Web Server. Prerequisite IT 338

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 310

450 Administrative Information Systems (3)

The application of information systems concepts to the collection, retention, and dissemination of information systems planning and decision making. Information technology strategy and administration are presented. The role of information technology in corporate strategy along with key issues in administering IT are explored.

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 in which students integrate and synthesize the learning experience acquired in the IT program. Students will demonstrate mastery through the completion of a structured IT portfolio. The portfolio will consist of a series of core components and an area of specialization. Prerequisites: MAT 152, Senior Standing, and Faculty Approval.

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, ENG 329.

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

452 Environmental Law

This course is designed to introduce the major federal environmental statutes and the types of analytical and practical problems encountered in the practice of environmental law and in environmental litigation. Study is devoted to reading and discussion of statutes, cases and problems in the various environmental media including, but not limited to, air, water and toxic waste disposal. The course also looks at the role of legislation, administrative decision making and the common law in addressing environmental problems.

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.

470 Immigration Law

Study of federal immigration law including historical perspectives, current theories and practice. Topics to be evaluated include: exclusion/admission policies and practice; immigrant and non-immigrant categories; due process and judicial review; visa classifications and eligibility; deportation grounds and procedure; and refugees and political asylum.

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.

**330 The American Musical Theatre:
The Golden Age**

A course exploring the American Musical Theatre during the Golden Age (ca 1930-1960) and its predecessors in the 19th and early 20th centuries.

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**305 Advanced PC Hardware and Networking**

This course builds upon a student's knowledge of how computers work. Students will maintain, troubleshoot, upgrade and repair PC's. Networking proficiency will be enhanced through the analysis of media, topolo-

gies, protocols, and standards; and through the design, implementation, and support of networks. Prerequisite: IT 190.

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 Network Operating System. Prerequisite: IT310.

320 Network Operating System II

This course provides for supporting a Windows Network Infrastructure. Students will be able to design, implement, and support a network operating system in various domains using Microsoft Windows. Prerequisite: NSE 310

330 Working With CISCO LAN Hardware

This course provides students with the knowledge and skills required to work with local area network (LAN) hardware. Covers hardware selection considerations for routers, hubs, and switches. Students are also provided with a strong foundation of network design. Prerequisite NSE 305.

340 Network Operating System III

An examination of Windows Active Directory services. Implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers will be explored. Prerequisite/Corequisite: NSE 320

405 Managing A Microsoft Network

This course covers the implementation, management and troubleshooting of Microsoft network and server environments. Topics include administering medium to large size networks that span physical location via Large Area Networks (LANs) and the Internet or Intranets. Prerequisite: NSE 310

415 Network Operating System IV-LINUX

An examination of the Linux network operating system. Students will install, configure, customize, administer, evaluate, optimize, and troubleshoot a Linux Operating System. Prerequisite: NSE 305

425 Advanced Directory Services

Designing a Windows directory services infrastructure in an enterprise network. Strategies are presented to assist the student in identifying the information technology needs of an organization and designing an Active Directory structure that meets those needs. Prerequisite: NSE 340

445 Advanced Network Services

Creating a networking services infrastructure for network applications. Students will evaluate the needs of an organization to provide technology solutions for the design of a network foundation, Internet connec-

tivity, and Extranet connectivity. Creating an Integrated Network Services Infrastructure Design will also be explored. Prerequisite: NSE 320

Orientation Prefix: ORI

202 Introduction to the College Experience

A special course for adult students to help them adjust to the University and to develop positive attitudes about themselves and the learning process while acquiring skills essential for academic and personal success. The course includes an overview of academic rules and regulations and experiential learning options. The course also covers campus academic/personal resources and principles of study skills, time management and career planning.

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.

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

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

Political Science Prefix: POS

303 Public Policy and Administration

This course is an overview of policy formulation and administration in the context of U.S. federal, state and local governments. The relationship between politics and administration will be taught with reference to the classical policy/administration dichotomy.

408 Inter-American Relations

International relations between the U.S. and Latin America and the Foreign policies of Latin American states.

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.

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

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

449 Adolescent Psychology

Consideration of the physical, intellectual, social, and emotional processes occurring during the adolescent years.

Public Administration Prefix: PUB

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.

412 Persuasion

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 the preparation and presentation of persuasive oral and written communication. Emphasis given to persuasive campaigns.

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.

330 American Cinema

This is a history of the American film industry as an art form, as an industry, and as a system of representation and communication. Cinematic Genres are analyzed as art forms. The course explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self image.

360 Elements of Contemporary Theatre

This is a study of the plays and theatrical practices of the contemporary period. The elements of theatre including plot, characterization, setting, dialogue, music, movement, and theme are studied as art forms within an historical context.

Theology Prefix: THE

352 The American Religious Experience (formerly THE 351)

An exploration of the inculturation of religion, especially Christianity, in the United States. Attention will be given to significant figures, movements and schools of thought in their historical context. An evaluation of their continued influence on religious life today and the question of whether there can be a distinctly American approach to theology will be broached.

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

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

Karen A. Callaghan, Ph.D., Associate Dean

Christopher Starratt, Ph.D. Associate Dean

Carol Clothier, M.S., Assistant Dean

The School of Arts and Sciences is distinctive through its concern and promotion of values-oriented programs, its adherence to the liberal arts tradition, and its response to varied career and postgraduate programs, its adherence to the liberal arts tradition, and its response to varied career and postgraduate interests and needs. In keeping with the university mission and the Adrian Dominican tradition, the School emphasizes each student's academic, personal, ethical, and spiritual growth and development. Through academic programs, co-curricular activities, and faculty scholarship, the School provides students with quality general education and degree programs, as well as contributes enriching aesthetic, cultural, and intellectual dimensions to the University community. Most significantly, the curriculum and degree requirements are designed to allow students to develop a solid background in their field of study and a sense of the ethical and moral responsibility to not only be a part of the contemporary world but to become effective agents of social change. The general education program of the School of Arts and Sciences educates students about the importance of ethical decision making; of a commitment to social diversity and to the respect, dignity, and equality of all persons; and of the need to engage in the social, cultural, and political leadership necessary to create a more just, responsive, and compassionate community.

The School includes nine departments:

Communication
English and Foreign Languages
Fine Arts
History and Political Science
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:

- Testing will have to be completed unless the student has SAT or ACT scores
- 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.

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) Acquire and 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.

- 3) Explore cultural traditions in order to gain a perspective on personal values and the similarities and differences among individuals and groups.
- 4) Understand mathematical concepts in order to enhance analytical thinking and quantitative comprehension of human and physical realities.
- 5) 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.
- 6) 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.
- 7) Understand historical, geographical, political, and economic perspectives and the relationships among them in order to address societal concerns.
- 8) 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.
- 9) Understand the role of the fine arts in order to stimulate individual creativity, develop a sense of aesthetics, and engender artistic awareness.
- 10) 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 judgments and commitments.

To attain these competencies, all students majoring in the School of Arts and Sciences will complete the following liberal arts courses:

ENG 111 and 210	06
SPE 101 or COM 104	03
Foreign Language	03*
MAT (107 or higher) & CS (131 or higher)	06
Science (with Lab)	03-04
Fine Arts/Humanities	
Art - applied, appreciation or history	03
Humanities - (HUM or literature)	03
History 150	03
Sociology 200	03
Psychology 281	03
Political Science 201	03
Philosophy 154 or 316; and 155 or 318	06
Theology 201 and 300 - level course	06
	51-52

* 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.

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	
Computer Imaging	
Broadcast Communication	Communication
Chemistry	Physical Sciences
(Environmental)	
(Pre-Dental)	
(Pre-Medical)	
(Pre-Pharmacy)	
Communication Studies	Communication
Computer Information Sciences	Mathematics and
	Computer Science
Computer Science	Mathematics and
	Computer Science
Criminology	Sociology and
	Criminology
English	English and Foreign
Literature	Languages
Professional Writing	
Environmental Studies	Sociology and
	Criminology
French	English and Foreign
	Languages
History	History and Political
	Science
General Studies	Arts & Sciences
International Studies	History and Political
	Science
Mathematical Sciences	Mathematics and
	Computer Science
Music	Fine Arts
Musical Performance	
Musical Theatre	
Philosophy	Theology and
	Philosophy
Photography	Fine Arts
Biomedical/Forensic	
Computer Imaging	
Creative	
Photo/Communication	
Political Science	History and Political
	Science
Pre-Engineering	Mathematics and
	Computer Science
Pre-Law	History and Political
	Science
Psychology	Psychology
Public Relations	Communication
Sociology	Sociology and
	Criminology

Spanish	English and Foreign Languages
Theatre	Fine Arts
Acting	
Technical 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 responsibilities 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 Faculty Performance:

- 1.1 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.
- 1.2 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.

- 1.3 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.

- 1.4 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.

- 1.5 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 Student 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 respect-

ful 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 contain 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 of 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 in-

tegrity 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 unauthorized 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 can result in 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. Otherwise, an F will be issued at the end of the term.

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 in 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:

Organizational Communication, M.S.	Communication
Executive Masters in Communication, M.S.	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.	Theology and Philosophy
Pastoral Ministry for Hispanics, M.A.	
Teaching English	M.A. *
Teaching Social Sciences	M.A. *
Theology, D.Min.	Theology and Philosophy

*Degree conferred through the School of Education.

Please refer to the Barry University graduate catalogue for detailed information.

Bachelor of Arts

GENERAL STUDIES

The School of Arts and Sciences offers a Bachelor of Arts in General Studies 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 110), 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. Students must complete an integrative experience consisting of LIB 487.

LIB 487 Senior Seminar (03)

Under the supervision of a faculty mentor, the seminars will integrate in a research project the student's primary area of concentration and the supporting areas.

DEPARTMENT OF COMMUNICATION

Faculty: Hoffman, Martin, Nelson, Samra, Saverimuttu, 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 three 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 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 the School of Arts and Sciences.

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 knowledge of all aspects of advertising. The curriculum exposes students to advertising strategy and planning, creative, media and culture and provides them with the necessary tools to pursue a career in advertising. In addition, the core curriculum in the liberal arts gives students a balanced education and prepares them for a wide variety of professional contexts.

The Advertising curriculum is designed so that majors will be able to:

1. Identify target audiences and develop effective advertising campaigns aimed at those groups.
2. Understand the interplay among advertising research, strategy and positioning.
3. Understand the creative process and develop strong creative for print, broadcast and interactive media.
4. Explain the role of advertising in our national and the world economies.
5. Understand the influence of advertising on our cultural norms, tastes and trends.

Distribution: 51

* 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 470	Seminar in Communication **	3

** Integrative Experience

Core Courses: 36

ADV 301	Principles of Advertising	3
ADV 362	Advertising Media Planning	3
ADV 401	Advertising Creative Strategy & Execution	3
ADV 442	Advertising & Social Responsibility	3
ADV 470	Advertising Campaigns	3
ADV 480	International Advertising	3
ADV 484	Public Relations/Advertising Research	3

ADV	499	Internship	3
COM	200	Introduction to Mass Media	3
COM	390	Principles of Public Relations	3
COM	412	Persuasion	3
COM	495	Communication Law	3

Production Co-requisites: 6

ENG	418	Publication Production and Layout or	
CS	325	Desktop Publishing	3
PHO	403	Computer Imaging	3

Business Co-requisites: 6

MKT	306	Marketing Concepts & Applications	3
MKT	385	Consumer Behavior	3

General Electives: 15

Degree Total: 120

International Advertising

Students desiring specialization in International Advertising must add COM 304, Intercultural Communication. Students who are not proficient in a second language must also add a foreign language. The internship can be done abroad. Internships done overseas must be supervised by the School of Business as BUS 441 or 442.

Minor in Advertising: 21

ADV	301	Principles of Advertising	3
ADV	362	Advertising Media Planning	3
ADV	401	Advertising Creative Strategy & Execution	3
ADV	442	Advertising and Social Responsibility	3
ADV	470	Advertising Campaigns	3
ADV	480	International Advertising	3
COM	407	Theories of Human Communication	3

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 Broadcast Communication must have abilities in six areas: communication, hearing, visual, mobility, motor skills, and social behavior. Compensation can be made for some disabilities but the use of an intermediary delays production decisions that must be made in a split second. Therefore, third parties cannot be used in studio productions.

The performance standards presented below are prerequisite for admission, 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 is the major for students considering a career in television/video and related broadcast fields. 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 the various genres of video.

Degree Requirements

Distribution:	51
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 or	3
COM 366 History of The Moving Image or	
COM 491 TV Directing	
COM 301/401 Studio Practicum or	3
COM 499 Internship	
COM 314 Advanced Television Production	3
COM 418 Broadcast News or	3
COM 456 Advanced Video Editing	
COM 420 Media Programming	3
COM 495 Communication Law	3
COM 499 Internship	3
Courses Designated ADV, COM, or JOU	6
General Electives (a minor is recommended)	27

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 314 Advanced Television Production	3
COM 366 History of the Moving Image	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 communication 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 human communication process, its major elements (source, receiver, message, channel, feedback, noise, context), and different levels (e.g., interpersonal, intercultural, organizational, public).
2. Understand the complexity and dynamics of human communication.
3. Develop awareness of cultural similarities and dissimilarities and appreciation of differences in all communication contexts.
4. Identify the interplay among source, message, channel and audience in persuasion and the various persuasive strategies.
5. Identify types of public presentations and steps in preparation of a public speech.

Degree Requirements

Distribution: 51

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 304 Intercultural Communication 3

COM 326 Small Group Communication 3

COM 409 Organizational Communication 3

COM 412 Persuasion 3

SPE 401 Business & Professional Communication 3

SPE 415 Speech Research, Writing & Delivery 3

Courses Designated ADV, COM, JOU or SPE 6

Minor: 21

General Electives: 15

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

COM 409 Organizational Communication 3

SPE 401 Business & Professional Communication 3

Courses designated ADV, COM, JOU or SPE 6

Minor in Journalism

The Journalism minor requires 21 hours, which include four required courses: JOU 207, JOU 243, JOU 441, and COM 495. The remaining 3 courses are selected depending on student career goals.

JOU 207 Introduction to Journalism 3

JOU 243 News Reporting, Writing and Editing 3

JOU 441 Research in Journalism 3

COM 495 Communication Law 3

Courses Designated JOU 9

PUBLIC RELATIONS

This major provides students with a background in the theories, methods, and practical skills of the field so that they can pursue a variety of careers in public relations. The minimum grade of C is required in all major and minor courses.

Goals and Objectives

The public relations curriculum has the following goals and objectives:

- Demonstrating an adequate understanding of the basic principles of written organizational communication and the application of these principles to real world situations.
- Demonstrating an adequate understanding of applying the RACE method (Research, Action Plan, Communication, and Evaluation) to a public relations case study.
- Demonstrating critical thinking and problem solving skills.

Curriculum

The program consists of the following 39 credit hours:

ADV 301 Principles of Advertising 3

COM 204 Writing for the Media 3

COM 390 Principles of Public Relations 3

COM 391 Public Relations Campaigns 3

COM 484 Public Relations/Advertising

Research 3

COM 399 Practicum or 1-3

COM 499 Internship 3

ENG 344 Professional Editing 3

ENG 350 Theories of Rhetoric and

Public Discourse 3

ENG 374 Writing for the Internet 3

ENG 404 Persuasive Writing 3

SPE 415 Speech Research, Writing, and

Delivery 3

MKT 306 Marketing Concepts and

Applications 3

Elective 3

Students are encouraged to take electives from among ADV, COM, CS, ENG, JOU, MKT, PHO, and SPE courses depending upon their areas of interest. Particularly recommended are COM 495, CS 325, ENG 417 and 418, JOU 445, PHO 403 and 405, MKT 386, and SPE 401.

Minor in Public Relations

The Public Relations minor requires 21 hours, which include the following required courses:

COM 200	Intro to Mass Media	3
COM 390	Principles of Public Relations	3
COM 391	Public Relations Campaigns	3
COM 407	Theories of Human Communication	3
COM 484	Public Relations/Advertising Research	3
COM 495	Communication Law	3
JOU 445	Publicity and Public Relations	3

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 21st Century, 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. Prerequisite: COM 200.

362 Advertising Media Planning (3)

Planning execution and control of advertising media programs. Fundamental characteristics of the media. Buying and selling process. Techniques and methods used in advertising media planning process. Prerequisites: ADV 301, MAT 152.

401 Advertising Creative Strategy & Execution (3)

The role of strategy in the creation and design of advertising. Writing effective copy for print and broadcast media. Prerequisites: ADV 301, ENG 111. PHO 403 recommended.

442 Advertising and Social Responsibility (3)

Critical examination of the impact of advertising on society and culture. Advertising's role in the formation of trends, social habits and other patterns of behavior as they pertain to multiple groups within society. Pro social uses of advertising will also be discussed. Prerequisite: COM 200 or permission of instructor.

470 Advertising Campaigns (3)

Capstone course emphasizing the planning and creation of advertising campaigns. Students will complete and present a multimedia advertising campaign. Prerequisites ADV 301, ADV 401, ADV 362.

480 International Advertising (3)

Major theoretical and managerial issues in international advertising and advertising directed at cultural minorities within countries. Prerequisite: COM 200.

484 Public Relations/Advertising Research (3)

Introduction to public relations and advertising research methodology. Includes planning, measurement, evaluation and reporting of results. Prerequisites: ADV 301, COM 390, MAT 152. Same as COM 484.

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 Practicum I (1)

Development of skills in communication related settings. Prerequisite for Studio Practicum is COM 214 or 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. Prerequisite: SPE 101 or COM 104.

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.

320 Family and Communication (3)

This course focuses on the ways families communicate in order to increase understanding of one's own communication behaviors and in order to improve speech and communication skills. The course will focus on the principles and practices of effective, ethical, persuasive communication as applied to family groups. Major topics include audience analysis, selection of messages, tailoring communication to audiences and situations, effective delivery, rules of communication, oral dyadic communication, conflict and conflict resolution, and ethical, effective, persuasive discussion.

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. Prerequisite: SPE 101 or COM 104.

340 Film Genres (3)

This course will examine the concepts of film genre by looking at two genres in the same semester. In the first half of the semester, students will be introduced to the ideas with an easily identifiable genre, such as the musical or the Western. In the second half, students will build on their knowledge by applying the concepts to a genre which is more difficult to define (such as film noir) or which blends over into other genres (such as the horror/fantasy/science-fiction crossover).

359 Independent Study (3)

Opportunity for research and study in the communication profession. Requires approval of Department Chair and Dean.

366 History of the Moving Image (3)

This course examines the development of the media that utilize the moving visual image. The first focus of the course will be the history of cinema from the 1890s to the present. The second emphasis will be the history of television, from the early 20th century to the present.

Through examination of the history of these two highly influential media, the student will gain an understanding of why and how the film and TV industries have arrived at their current status. In addition to class meetings, students will be required to attend one weekly screening of a classic example of the medium from the period under discussion. Prerequisite: COM 200.

390 Principles and Case Studies of Public Relations (3)

Basic concepts of public relations; case studies; the tools and media used in communication with the public.

391 Public Relations Campaigns (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 to campaigns. Prerequisite: COM 390.

399 Public Relations Practicum (1-3)

Development of skills in public relations settings. Designed to give students hands-on experience in public relations on campus. Prerequisites: COM 390; COM 391 and/or COM 484.

401 Practicum II (1)

Advanced development of skills in communication related settings. Prerequisite for Studio Practicum is COM 301, COM 314 or 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.

408 Relational Communication (3)

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

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.

446 Screenwriting (3)

An advanced writing course designed for students interested in learning how to write scripts for film and television. Students learn the various forms, genres, techniques, and styles of writing for film and television. The course will require students to write both a teleplay and a full-length screenplay. Prerequisite: COM 204 or ENG 206. Same as ENG 446.

455 Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, TV, and commercials. Prerequisite: Permission of Department Chair. Also TH 455.

456 Advanced Video Editing (3)

The final stage in the life of a production, before air, is the editing room. This course has two main thrusts; hands-on practical instruction in the use of digital non-linear (computer-based) editing systems, and in-depth, intense examination of the aesthetics and communication considerations which motivate the choices in the editing room. Prerequisite: COM 214 and COM 314.

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/Advertising Research (3)

Introduction to research methodology for public relations and advertising. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: COM 390 or ADV 301 and MAT 152. Same as ADV 484.

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. Prerequisite: 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.

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. Same as JOU 498. Prerequisite: COM 204 or JOU 243. COM 418 is recommended.

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.

NON-DEGREE PROGRAM**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)

**401 Business and Professional
Communication (3)**

Application of principles of speech communication in the presentation of informational reports, conference management, and interviewing. Prerequisite: SPE 101.

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. Prerequisite: SPE 101.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Faculty: Alvarez, Andrade, Bowers, Byrne, Cartright, Connell, Estevez, Greenbaum, Leeder, Nodarse, Peever, Schanfield, Schwartzberg

ENGLISH

Students specializing in literature (including humanities electives) may receive a BA.

The minimum grade of C is required in all major and minor courses. A student must maintain a minimum G.P.A. of 2.0 in major and minor courses.

Goals and Objectives

The literature curriculum has the following goals and objectives:

- Demonstrating a set of critical practices in reading and writing.
- Performing close reading of the content and style of a variety of texts from the Anglo-American canon to multicultural, postcolonial, and gendered expansions of the canon.
- Developing an awareness of the history of literatures and genres written in English in terms of specific aesthetic, political, and social contexts.

LITERATURE SPECIALIZATION

The literature curricula provide students with a study of the critical thinking process by which writers and readers activate meaning through language. Major area courses provide students with a broad background in the issues of textual representation as well as instruction in effective written communication, critical and creative thinking, and research skills in the discipline. Students are prepared for postgraduate studies and careers in a variety of areas related to the liberal arts, especially the humanities.

The literature specialization requires a minimum of 43 credit hours distributed as follows:

Core Classes (minimum of 10 credits)

ENG 243	Literary Analysis (pre-requisite for all other courses)
ENG 387	Introduction to Literary Theory and Criticism
ENG 407	Shakespeare
ENG 487	Senior Seminar (may be taken for 1-3 credits)

Required Survey Courses (12 credits)

ENG 324	Major American Writers
ENG 331	Major British Writers I
ENG 332	Major British Writers II
ENG 352	Survey of African American Literature
ENG 324 should be taken before ENG 424, 425, or 426.	

ENG 331 and 332 should be taken before 400 level period courses in British literature.

Electives (21 credits; 9 credits may be taken in ENG and 12 credits in HUM or 12 credits in ENG and 9 credits in HUM. Period Courses in ENG

ENG 420	Medieval English Literature
ENG 424	American Literature 1800-1865
ENG 425	American Literature 1865-1914
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

Other ENG Courses

ENG 300	Special Topics
ENG 315	The Novel
ENG 316	World Literary Masterpieces
ENG 339	Adolescent Literature
ENG 340	Women in Literature

ENG 419	Literature and Film
ENG 429	English Studies
ENG 449	Film Theory and Criticism

HUM Courses

HUM 396	Cultural Studies Special Topics
HUM 397	Ethnic Studies Special Topics
HUM 398	Gender Studies Special Topics
HUM 399	Genre Studies Special Topics

A minor in literature is also available. The minor consists of a minimum of 21 credits in literature and humanities beyond the ENG 111/ENG 210/112/199 level. A grade of C or better is required in all major or minor courses.

PROFESSIONAL WRITING SPECIALIZATION

The Professional Writing specialization provides students with a background in the theories, methods, and practical skills of the field so that they can pursue a variety of careers in writing, publishing, and electronic media. The minimum grade of C is required in all major and minor courses.

Goals and Objectives

The professional writing curriculum has the following goals and objectives:

- Demonstrating an adequate understanding of the basic principles of written organizational communication and the application of these principles to real world situations.
- Demonstrating critical thinking and problem solving skills.
- Presenting material both in written and visual formats.

Curriculum

The core curriculum consists of 36 credit hours in addition to 6 credit hours of relevant electives and a 3-6 credit internship.

ENG 344	Professional Editing	3
ENG 350	Theories of Rhetoric and Public Discourse	3*
ENG 362	Magazine Article Writing	3
ENG 374	Writing for the Internet	3
ENG 404	Persuasive Writing	3
ENG 406	Rhetorical Analysis	3*
ENG 417	Copywriting	3
ENG 418	Publication, Production and Layout	3
ENG 444	Business Research, Writing, and Editing	3
ENG 446	Screenwriting	3
ENG 447	Technical and Scientific Research, Writing, and Editing	3

CS 325	Desktop Publishing	3
ENG 499	Internship	3

*Students may take either ENG 350 or ENG 406.

Students are encouraged to take electives from among ADV, COM, CS, JOU, and PHO courses depending upon their areas of interest.

A minor in Professional Writing requires completion of 21 credit hours of professional writing courses which must include either ENG 350 or ENG 406.

The 3 or 6-credit hour internship offers students the opportunity to work with a company or organization in their intended area of specialization and to build a portfolio.

**Course Descriptions—
English Prefix: EN****012 Reading, Essay, and Language Skills for
CLAST (1)**

Please see Learning Center.

**Course Descriptions—
English Prefix: ENG**

All courses other than ENG 103, 111, 199, 210, and 112 are generally on a three-year rotation.

103 English Composition 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 reduction: 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 First Year Composition and Literature (3)

Writing of short papers based on readings. 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 based on readings.

Optional for all Schools EXCEPT Arts and Sciences. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

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 prose; essays of rhetorical analysis, argumentative and persuasive essays, editorial and feature forms. Fulfills the Gordon Rule. Prerequisite: ENG 112 or ENG 210 or permission of Department Chair.

210 Introduction to Literature (3)

Using research techniques to interact with and critically write about readings in the three major literary genres – fiction, drama, and poetry.–Required for Arts and Sciences as general education. Optional for all other schools as distribution. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

243 Literary Analysis (3)

An overview of literary and critical techniques of textual analysis, including reading strategies, genres, terminology, and other topics related to the study of literature. Required of all majors in English and Foreign Languages. Prerequisite: ENG 210 or its equivalent or permission of 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. Students may repeat ENG 300 as long as course content varies with each repetition.

312 Advanced Composition (3)

Study of and practice in writing expository prose. Fulfills the Gordon Rule.

315 The Novel (3)

Critical examination of selected novels.

316 World Literary Masterpieces (3)

Critical examination of selected works representing different historical and socio-cultural contexts.

324 Major American Writers (3)

Survey 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)

Study of fiction 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)

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.

339 Literature for the Adolescent (3)

Survey of 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.

344 Professional Editing (3)

Study of editing materials for publication. Students will explore questions of correctness and style, while also addressing the mechanics of proofreading. Students will learn how to create prose that is correct in syntax, usage, and punctuation; how to adapt prose style to fit a variety of audiences and situations; and how to edit manuscripts in preparation for printing. (Formerly ENG 244).

350 Theories of Rhetoric and Public Discourse (3)

Examination of the role of rhetoric in all aspects of public life. Students will explore the uses of persuasive discourse in the processes of uniting societies, in creating and pursuing their goals and desires, and in negotiating changes to and challenges of their traditions. The approach is fundamentally chronological beginning with Aristotle and surveying key figures in the development of Renaissance and 18th and 19th century rhetoric. The focus of the course is on contemporary thinkers and theories and the ways in which they influence current persuasive practices.

352 Survey of African American Literature (3)

An examination of the major works of African American writers from colonial times to the present. (Formerly ENG 245).

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean approval.

362 Magazine Article Writing (3)

An advanced course for students interested in learning to write for popular periodicals. The class explores the differences between magazine articles and newspaper journalism. Students learn how to analyze magazines, research articles, interview subjects, write articles, and prepare them for publication.

374 Writing for The Internet (3)

Study of organizational patterns, navigation systems, and Internet etiquette. Teaches students basic skills for creating hypertext and hypermedia documents. Stu-

dents in this course distinguish traditional text documents from e-texts (electronic texts) and hypertexts (text including hyperlinks and text encoded with hypertext markup language), examining the stylistic consequences of these formal distinctions from a humanistic perspective. The class emphasizes the sense that traditional notions of authorship and authority are reconstituted by the contemporary writing environment, and students apply their findings via the creation of original hypertext documents both individually and in collaboration with their peers.

387 Introduction to Literary Theory and Criticism (3)

Examination of the nature of literature and the methods of approaching it. Implications for criticism across the arts.

403 History of the English Language (3)

Study of the formation and growth of the language, with special attention to sources, structure, and idiom. Includes an examination 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. Beginning with Aristotelian concepts such as *logos*, *ethos*, and *pathos*, this course will provide students with the necessary knowledge and skills to generate, arrange, and write effective arguments. Psychological and sociological principles of persuasion will be examined and the various uses of argument in contemporary situations explored.

406 Rhetorical Analysis (3)

In-depth analysis of advertisements, speeches, film, and literature as persuasive texts. Students will learn both the nature and scope of persuasion and be introduced to several different methods for analyzing the argumentative strategies of texts. Among these are the traditional, Burkeian, sociological, feminist, and postmodern perspectives. Students will also consider the ethical, aesthetic, and political problems raised by texts designed to persuade an audience.

407 Shakespeare (3)

In-depth study of selected 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.

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.

417 Copywriting (3)

In-depth study of the theory and techniques necessary to produce successful advertising copy. Students 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)

Examination of the production of written and electronic texts through the arrangement of colors, typesetting, layout, etc. Emphasis on web page design and magazine publication.

419 Literature and Film (3)

Examination of film history and film forms as part of a larger cultural history. Clarification and differentiation of the connections between film and literature. Exploration of the ways literary concepts are interpreted through film.

420 Medieval English Literature (3)

Analysis of major literary works of the Middle Ages to 1485.

424 American Literature: 1800-1865 (3)

Critical examination of selected works from major writers of the period.

425 American Literature: 1865-1914 (3)

Critical examination of selected works from major writers of the period.

426 American Literature: 1914-Present (3)

Critical examination of selected works from major writers of the period.

429 English Studies (3-12)

In-depth study of selected literary topics, works, figures, and genres. ENG 429 may be repeated as long as course content varies with each repetition.

432 Nineteenth-Century English Literature: The Romantics (3)

In-depth study of major literary works of the period.

433 Nineteenth-Century English Literature: The Victorians (3)

In-depth study of 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.

446 Screenwriting (3)

An advanced writing course designed for students interested in learning how to write scripts for film and television. Students learn the various forms, genres, techniques, and styles of writing for film and television. The course will require students to write both a teleplay and a full-length screenplay. Prerequisite: COM 204 or permission of the instructor. Same as COM 446.

447 Technical & Scientific Research, Writing, and Editing (3)

Research, writing and editing 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.

449 Film Theory and Criticism (3)

Introduction of terminology and methodology for critical viewing of films. Discussion of the role of theory in film analysis. Practice in reading films as reflecting social, cultural, religious, economic, and aesthetic values of the periods and countries which produce the films. Prerequisite: COM 366 or PHO 421.

460 Twentieth-Century Literature: 1900-1945 (3)

In-depth study of selected works of the period.

461 Twentieth-Century Literature: 1945-Present (3)

In-depth study of selected works of the period.

487 Senior Seminar (1-3)

A capstone course. Writing a senior paper analyzing text from at least three critical perspectives. Completing a comprehensive literature examination.

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.

FOREIGN LANGUAGES**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.

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 re-

lated 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. The following courses are recommended for majors.

- FRE 302 Introduction to French Literary Texts
- FRE 305, 306 Major French Authors I, II
- FRE 379 Culture and Civilization
- FRE 380 Contemporary Culture and Civilization
- FRE 487 Senior Seminar

Students will choose 18 additional credit hours beyond FRE 101-102.

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 literature Advanced Placement examination with a score of four or more.

Minor in French

A minor in French requires a minimum of 21 credit hours with a C or above.

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 com-

ponent. 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. Conducted in French.

359, 459 Independent Study (3), (3)

Opportunity for extensive research in an area of special interest to the student. Requires approval of Department Chair and Dean of Arts and Sciences.

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, Moliere, Racine, Mme. de Sevigne, La Fontaine, and La Bruyere.

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 Mallarme.

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.

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 opportunities in career areas such as translation and interpretation, diplomatic service, international business and industry, social welfare, law, allied health professions, communications and services, among others.

The Spanish major consists of a minimum of 30 credits plus SPA 487 Senior Seminar.

Students will choose 12 credits from the following list of courses:

SPA 315, 316	Reading and Writing I, II
SPA 355, 356	Spanish Authors I, II
SPA 360, 361	Major Hispanic-American Authors I, II

The remaining 18 credits may be selected from any 300 or 400 level course.

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.

Spanish students are placed according to their level of proficiency and background in one of the following options:

Option 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)

Option 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.

Option III

(for native speakers or non-natives with near-native fluency)

30 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 Hispanic-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 Hispanic-American Fiction

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 consists of 21 credit hours with the option of a 6 credit hour internship.

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 and cultural 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, writing and culture. 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 Hispanic American Authors 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.

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**AFRICANA STUDIES**

The Africana Studies certificate program offers an interdisciplinary approach to expose students to African American, Caribbean and African affairs and cultures. Course offerings are designed to consider the historical, literary, social, economic, and political perspectives of African Diasporan peoples.

Students will complete 21 credit hours for the minor and 18 credit hours for the certificate program including, but not limited to, courses offered through the Departments of Sociology and Criminology, History and Political Science, English and Foreign Languages, Psychology, and Fine Arts.

This course should be chosen from those listed below which include special topics courses:

ENG	300	Caribbean Literature
ENG	352	Survey of African American Literature
ENG	429	Black Women Writers
SPA	300	S/T African Diaspora
DAN	300	Dances of the African Diaspora
DAN	300	Caribbean Rhythm and Culture
HIS	456	African American History Since Reconstruction
HIS	388	History of the Caribbean
HIS	449	Race, Gender, Class in Latin America
PSY	300	Psychology and Culture: Psychology of the African Diaspora
SOC	405	Sociology of Race, Class and Gender
SOC	307	Race and Ethnicity
CRM	328	Race, Class and Crime

AMERICAN SIGN LANGUAGE**Course Descriptions—****American Sign Language Prefix: ASL****101, 102 ASL I, II (3)**

Introduction to American Sign Language (ASL), its origins, parameters, vocabulary and grammatical structures. Within this course, the importance of deaf culture and how it relates to ASL will be examined.

201-202 ASL III, IV (3)

Continuation of ASL 101-102. Perceptive and expressive skills will be emphasized. Voice to sign and activities.

FILM STUDIES

The Film Studies minor is an interdisciplinary program that offers undergraduate students the opportunity to examine cinema from several perspectives. Course work focuses on visual and aural literacy as well as the critical analysis of the socioeconomic, cultural, and philosophical dimensions of film.

Students may also take any of the courses offered in the minor for elective credit or personal enrichment.

21 credits are required for the minor with 9 credits in the following core courses:

COM 366 History of the Moving Image (3)

This course examines the development of the media that utilize the moving visual image. The first focus of the course will be the history of cinema from the 1890's to the present. The second emphasis will be of the history of television from the early 20th century to the present. Through examination of the history of these two highly influential media, the student will gain an understanding of why and how the film and TV industries have arrived at their current status. In addition to class meetings, students will be required to attend one weekly screening of a classic example of the medium from the period under discussion.

PHO 421 History of Photography, Film, and Art (3)

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

ENG 449 Film Theory and Criticism (3)

Prerequisite: COM 366, PHO 421 or permission of instructor. Introduction of terminology and methodology for critical viewing of films. Introduction to the role of theory in film analysis. Practice in reading films as reflecting social, cultural, religious, economic and aesthetic values of the periods and countries which produce the films.

Electives 12 credits may be taken as electives, including THE 304, THE 300, ENG 419. Other relevant film courses offered by the departments of Communication, English, Philosophy, Psychology, and Theology may be taken as electives.

HUMANITIES

Verbal and nonverbal texts are situated historically, socially, intellectually, produced and consumed at particular times, with particular cultural, personal, gender, racial, class, and other perspectives. The following interdisciplinary categories available for special topics therefore indicate pedagogical perspectives rather than fixed categories.

HUM 396 Cultural Studies Special Topics

Courses taught under this heading focus on the way social relations of power are constructed in and by cultural practices and the workings and consequences of those relations and practices. These courses examine through verbal and non verbal texts what seems natural and familiar in order to unmask these representations and to critically examine the implications of these cultural practices in everyday life.

HUM 397 Ethnic Studies Special Topics

Courses taught under this heading focus on the distinctive social, political, cultural, linguistic and historical experiences of ethnic groups in the United States. These courses explore through verbal and non verbal texts the ways places are represented as home, exile, or myth, and how these representations affect the sense of self, gender, family, community, history, memory, and nationalism. Additionally, special topics courses taught in this category include those grounded in postcolonial theory, i.e., examining texts as an assertion of power against colonialism and as agencies for exploring experimental or alternative forms of artistic expressions.

HUM 398 Gender Studies Special Topics

Courses taught under this category focus on the construction and role of gender in culture. These courses examine verbal and non verbal texts which, through representations, shape gender identity by historical and cultural practices. These courses also examine gendered identities in terms of their construction, codification, representation, and dissemination within society.

HUM 399 Genre Studies Special Topics

Courses taught under this category focus on what contemporary theorists tend to call "family resemblances" or what psycholinguists would describe in terms of "prototypicality." The courses examine texts as familiar, codified, conventionalised and formulaic structures located within specific cultural contexts and, as such, influence and reinforce social conditions.

JOURNALISM

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 his-

torical 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.

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: 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.

362 Writing for Magazines (3)

An advanced course for students interested in learning to write for popular periodicals. The class explores the differences between magazine articles and newspaper journalism. Students learn how to analyze magazines, research articles, interview subjects, write articles, and prepare them for publication. Same as ENG 362.

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 or 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: 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: JOU 243 or COM 204.

425 Photojournalism (3)

Emphasis upon visual communication and effective photographic documenting of events. Prerequisite: PHO 203 or permission of Department Chair. Same as PHO 425.

441 Research in Journalism (3)

Individual study of current research techniques in journalism. The course will provide students with a working knowledge of how other disciplines (e.g., history, statistics, the social sciences) use journalism research.

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.

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. Relationship of mass media to society; responsibility, regulations, and philosophy. Same as COM 499.

DEPARTMENT OF FINE ARTS

Art, Photography, Music, Theatre, Dance

Dan Ewing, Ph.D., Chair

Faculty: Althouse, Amico, Coulter, Curreri, Dempsey, Houston, Lizama, Mason, Randolph, Rios, Rockwell, Rytteke, Weber

MISSION OF THE DEPARTMENT

The goals of the Fine Arts Department are derived from the mission of the University. Based upon the tradition of the liberal arts, the Fine Arts (art, dance, music, photography, and theatre) provide the student with a broad foundation in the theories, methods, practical skills, and historical context of each discipline. Through classes, events, and mentoring, the department strives to foster proficiency in individual creativity, aesthetic sensitivity, and self-expression. The department's curricula provide cultural enrichment to the campus and larger community, through public performances and exhibitions. Students are prepared for graduate studies and careers in a variety of areas related to the performing and visual arts and liberal arts.

PROGRAMS OF STUDY

The department offers six comprehensive degree programs: the B.A. and B.F.A. in Art; the B.A. and B.F.A. in Photography; the B.M. in Music; and the B.A. in Theatre. In addition, two other disciplines are represented by minors: Dance and Art History. Other minors are offered in Art, Music, Photography, and Theatre, and Photography also offers a Certificate in Photography. Within each degree program, specializations are offered. These consist of the following: for Art — painting and/or drawing, ceramics, computer imaging; for Photography — creative photography, digital imaging, biomedical/forensics photography, photo/communication; for Music — music performance, musical theatre; and for Theatre — acting, and technical theatre.

ART (B.F.A., B.A.)

The Art program prepares majors for their future lives as professionals in the field of art and for advanced study at the graduate level. The classes are designed to foster individual growth in an integrated academic 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 or Art History.

The Art major offers two degree programs: the Bachelor of Fine Arts (B.F.A., 60 credits) and the Bachelor of Arts (B.A., 39 credits). It also offers minors in Art and Art History.

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 Senior Seminar 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.

BACHELOR OF FINE ARTS (B.F.A.)

60 credits

The Bachelor of Fine Arts (B.F.A.) program 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.), an 18 credit concentration in one studio area (see B.A. specializations), a minimum of 15 credits in studio art and photography electives and 6 additional credits in art history.

Art Core 21 credits

ART	101A Basic Drawing	3 cr.
ART	101B 2-D Design	3 cr.
ART	102A Figure Drawing	3 cr.
ART	102B 3-D Design	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

ART	141 Basic Handbuilding	3 cr.
ART	199 Special Topics	3 cr.
ART	205 Graphic Design I	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 S/T: Digital Illustration	3 cr.
ART	300 S/T: Sculpture	3 cr.
ART	300 Special Topics	3 cr.
ART	305 Graphic Design II	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	405 Graphic Design III	3 cr.
ART	441 Advanced Ceramics I	3 cr.
ART	442 Advanced Ceramics II	3 cr.
ART	450 Collage	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	492 Workshop	1-3 cr.
ART	499 Internship	3-12 cr.
PHO	— Any Photography course (except PHO 420, 421)	3 cr.

Art History Electives 6 credits

ART	409 Hist. of Art: The Renaissance	3 cr.
ART	410 Hist. of Art: 19 th Century Eur. Art	3 cr.
ART	411 History of 20 th Century Art	3 cr.
ART	423 Contemporary Art	3 cr.
PHO	420 History of Art: Photography	3 cr.
PHO	421 Hist. of Photo., Film and Art	3 cr.

BACHELOR OF ARTS (B.A.) 39 credits

The Bachelor of Arts is a 39-credit program which provides a specialization in painting and/or drawing, ceramics, or computer imaging. 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 specializations in painting and drawing; ceramics; and computer graphics follow:

(B.A.) Painting and/or Drawing Specialization

The Bachelor of Arts Painting and/or Drawing specialization was designed to meet the needs of students who are specifically interested in exploring these traditional media.

Art Core (see B.F.A.)	21 credits
Art History	3 credits

Painting and/or Drawing Electives 15 credits

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	363 Interm. Drawing I	3 cr.
ART	364 Interm. Drawing II	3 cr.
ART	365 Interm. Painting II	3 cr.
ART	450 Collage	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.

(B.A.) Ceramics Specialization

The Ceramics specialization 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.

Art Core (see B.F.A.)	21 credits
Art History	3 credits

Ceramics Electives 15 credits

ART	141 Basic Handbuilding	3 cr.
ART	241 Basic Potter's Wheel	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.

(B.A.) Computer Imaging Specialization

The Computer Imaging specialization combines the creative and technical aspects of fine arts. This specialization will prepare the student to enter the world of graphic design with a full fine arts background and the latest knowledge of computer graphics programs.

Art Core (see B.F.A.)	21 credits
Art History	3 credits

Computer Imaging Electives			15 credits
ART	205	Graphic Design I	3 cr.
ART	300	Digital Illustration	3 cr.
ART	305	Graphic Design II	3 cr.
ART	405	Graphic Design III	3 cr.
PHO	305	Computer Imaging I	3 cr.
PHO	405	Advanced Digital Imaging	3 cr.
PHO	406	Advanced Computer Imaging	3 cr.

Art Minor

The Art Minor consists of 18 credits of any studio art and 3 credits of any art history. A minimum grade of C is required in all courses.

Art History Minor

The Art History minor is a program of study designed to ground the Fine Arts major and enrich the general student with a broad understanding of the development of Western art from prehistory to the present. The minor addresses the study of art as a concrete expression of culture, manifested in historical, social, technical and aesthetic dimensions. The program integrates a foundation in all periods of art history with an emphasis upon the art, architecture and photography of the 19th and 20th centuries.

The minor consists of 18 credits of art history and 3 credits of studio art. Art Appreciation (ART 114) does not count toward the minor. A minimum grade of C is required in all courses.

Total Requirements			21 credits
ART	319	History of Western Art I	3 cr.
ART	320	History of Western Art II	3 cr.
ART	409	Hist. of Art: The Renaissance	3 cr.
ART	410	Hist. of Art: 19th Cent. Eur. Art	3 cr.
ART	411	History of 20th Century Art	3 cr.
		or	
ART	423	Contemporary Art	3 cr.
PHO	420	History of Art: Photography	3 cr.
		or	
PHO	421	Hist. of Photo., Film & Art	3 cr.
ART	101A	Basic Drawing	3 cr.
		or	
ART	101B	2-D Design	3 cr.

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)

114 Art Appreciation (3)

A broad introduction to the nature, vocabulary, and media of art, using examples from a variety of historical periods, from ancient Egypt to contemporary America.

141 Basic Handbuilding (3)

Introduction to clay as an art medium, using traditional handbuilding techniques and basic glazing and firing processes. (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)

205 Graphic Design I – (Methods, Materials and Technology) (3)

The first course in graphic design will introduce the student to the many tools involved in the creation of professional design problems including the Macintosh platform. Students will evaluate the assignments and solve these problems using the appropriate tools. A strong focus will be placed on technology and professional presentation skills. Computer software, one, two and four color printing and the artistic processes of graphic design will be explored. (Special fee)

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 S/T: Computer Illustration (3)

Students will explore the use of the computer to design and manipulate illustrations utilizing illustration, design and layout software. The course focuses upon proficiency in working with computer hardware and software (combined with creativity) to produce quality projects. Prerequisite: ART 101 B1. (Special fee)

300 S/T: Sculpture (3)

An introduction to contemporary sculpture through the development of the student's own concepts and ideas. A variety of building processes, materials and techniques will be explored. (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)

305 Graphic Design II – (Layout & Typography) (3)

This second course in graphic design will concentrate on contemporary design principles and thought. Effective use of typography as a basis of high quality graphic design will be explored. In addition to gaining technical fluency in the Macintosh desktop publishing process, the student will be required to do projects with substantial focus given to design as well as technical skill. Interaction with fellow classmates will be fostered and employed as a resource in the conceptual and technical processes. Prerequisites: ART 101 B1, 205 (Special fee)

319 History of Western Art I (3)

The study of Western art from prehistoric times through the Middle Ages.

320 History of Western Art II (3)

The study of Western art from the Renaissance period through the nineteenth century to modern art. ART 319 is not a prerequisite.

342 Intermediate Handbuilding I (3)

A continuation of the 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 and development of a personal style. 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, 344. (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)

405 Graphic Design III – (Commercial Design Methodology) (3)

In this graphic design course students will research and develop design elements which identify and advertise a corporation. Logos/trademarks, stationery, corporate collateral, uniforms and vehicle identification will be researched, created and produced. All projects will be carried to final portfolio quality. Prerequisite: ART 305 (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. Emphasis upon the Italian Renaissance, with Northern Renaissance art also covered. Prerequisite for Art majors: ART 319

410 History of Art: 19th Century European Art (3)

Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in European art and architecture studied in relation to social and intellectual developments. Prerequisite for Art majors: ART 320

411 History of 20th Century Art (3)

Art and architecture in Europe and America from Cubism at the beginning of the century to Post-Modernism at the end. South Florida architecture and the multiculturalism of recent art will be emphasized.

423 Contemporary Art (3)

Examination of mixed media painting, sculpture, craft, installation and performance art, and architecture, from 1960 to the present. Recommended prerequisite: ART 411 or 320

441 Advanced Ceramics I (3)

Advanced projects and techniques with instruction on an individual basis to suit the students' 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 students' 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 students 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 students needs. Prerequisite: ART 363 or 463 and ART 364 or 464 (Special fee)

487 Senior Seminar: Professional Practices in Art (3)

Integrative experience for senior Art Majors with a focus on preparation for the Senior Exhibition and development of professional skills to prepare students for graduate school and/or the art world. Prerequisite: graduation status.

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.

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 21 credit Minor in Photography is offered for students not wishing to major in photography. A Photography

Certificate is available for non-degree-seeking students.

Graduation Requirements

To demonstrate high professional standards, and to satisfy the University's requirement for an integrative experience, graduating Photography majors earning the B.F.A. or B.A. degrees (except in Biomedical and Forensic Photography) must participate in a senior exhibition. The University reserves the right to reproduce and publish student works. Students will retain the copyright of their work. By the end of the senior year a core curriculum portfolio CD, which will be retained in the students file, is required. To facilitate assessment of the photography programs and the quality of the students' work, each student is required to submit a minimum of one of his or her photographic images to be exhibited or published off campus prior to graduation.

The minimum grade of C is required in all major and minor courses.

Following are more detailed descriptions of the above curricula:

BACHELOR OF FINE**ARTS (B.F.A.)****60 credits 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.

The B.F.A. in photography consists of 30 credits of the photography core, plus a minimum of 30 credits of photography (and art) electives.

Photography Core		30 credits
ART 101B	2D Design	3 cr.
PHO 203	Basic Photography	3 cr.
PHO 303	Intermediate Photography	3 cr.
PHO 305	Computer Imaging I	3 cr.
PHO 401	Color Photography	
or PHO 402	Color Processes	3 cr.
PHO 411	Lighting Techniques	
or PHO 412	Studio Lighting	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 487	Senior Seminar	3 cr.
PHO or ART	Any Art History	6 cr.
Photography Electives		30 credits min.
PHO 199	Special Topics in Photography	3 cr.
PHO 300	Special Topics in Photography	3 cr.
PHO 309	Pinhole Photography	3 cr.
PHO 315	Photojournalism	3 cr.
PHO 359	Independent Study	3 cr.
PHO 394	Photography Practicum I	3 cr.
PHO 401	Color Photography	3 cr.

PHO 402	Color Processes	3 cr.
PHO 404	Advanced Photography	3 cr.
PHO 405	Advanced Digital Imaging	3 cr.
PHO 406	Advanced Computer Imaging	3 cr.
PHO 407	View Camera	3 cr.
PHO 408	Large Format Photography	3 cr.
PHO 411	Lighting Techniques	3 cr.
PHO 412	Studio Lighting	3 cr.
PHO 415	Influences of the Masters	3 cr.
PHO 417	Manipulative Photography	3 cr.
PHO 419	Digital Fine Art Printing	3 cr.
PHO 421	Hist. of Photo, Film & Art	3 cr.
PHO 429	Fine Art Digital Portfolio	3 cr.
PHO 439	Fine Art Digital Video	3 cr.
PHO 459	Independent Study	3 cr.
PHO 494	Photography Practicum II	3 cr.
PHO 499	Photography Internship (Biomedical does not count towards BFA)	3 cr.
COM 214	TV Production	3 cr.
COM 301	Studio Practicum	2 cr.
COM 314	Advanced TV Production	3 cr.
COM 401	Studio Practicum	1 cr.
ART —	Any Art courses (except ART 114 and PHO 173)	

BACHELOR OF ARTS (B.A.)

Groupings of related courses in the list of photography electives have been organized into specializations to assist students with selecting courses which are relative to the individual's interests and educational goals. The B.A. Photography major must successfully complete the specialization's photography core, plus the specialization's photography electives and co-requisites. More detailed descriptions of the specializations in Creative Photography, Computer Imaging, Photo/Communication, and Biomedical and Forensic Photography follow.

(B.A.) Creative Photography Specialization 39 credits min.

The **Creative Photography specialization** 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 309	Pinhole Photography	3 cr.
PHO 359	Independent Study	3 cr.
PHO 394	Practicum I: Creative	3 cr.
PHO 401	Color Photography	3 cr.
PHO 402	Color Processes	3 cr.
PHO 407	View Camera Photography	3 cr.
PHO 408	Large Format Photography	3 cr.
PHO 415	Influences of the Masters	3 cr.
PHO 417	Manipulative Photography	3 cr.
PHO 419	Digital Fine Art Printing	3 cr.
PHO 494	Practicum II: Creative	3 cr.

(B.A.) Digital Imaging Specialization 51 credits min.

The **Digital Imaging specialization** combines the creative, and technical 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. Additional co-requisites taken in Computer Science will enhance the students' technical skills and marketability.

Photography/Digital Core 30 credits

ART 101B	2D Design	3 cr.
PHO 203	Basic Photography	3 cr.
PHO 303	Intermediate Photography	3 cr.
PHO 305	Computer Imaging I	3 cr.
PHO 401	Color Photography	3 cr.
PHO 405	Advanced Digital Imaging	3 cr.
or PHO 406	Advanced Computer Imaging	
PHO 411	Lighting Techniques	3 cr.
or PHO 412	Studio Lighting	
PHO 487	Senior Seminar	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO/ART	Any Art History	3 cr.

Digital Electives 12 credits

PHO 359	Digital Imaging Independent Study	3 cr.
PHO 394	Digital Imaging Practicum I	3 cr.
PHO 405	Advanced Digital Imaging	3 cr.
PHO 406	Advanced Computer Imaging	3 cr.
PHO 419	Digital Fine Art Printing	3 cr.
PHO 429	Fine Art Digital Portfolio	3 cr.
PHO 439	Fine Art Digital Video	3 cr.
PHO 459	Digital Imaging Independent Study	3 cr.
PHO 494	Digital Imaging Practicum II	3 cr.
PHO 499	Digital Imaging Internship	3 cr.
ART 205	Graphic Design I	3 cr.
ART 300	Digital Illustration	3 cr.
ART 305	Graphic Design II	3 cr.
ART 405	Graphic Design III	3 cr.

Co-requisites in Computer Science 9 credits

CS 305	Computer Systems	3 cr.
CS 320	Computer Animation	3 cr.
CS 325	Desktop Publishing	3 cr.
CS 338	Web Design, Authoring and Publishing	3 cr.
CS 341	Multimedia Systems	3 cr.
CS 342	Web Animation	3 cr.
CS 438	Web Programming and Administration	3 cr.
CS 473	Network Programming	3 cr.

(B.A.) Photo/Communication Specialization 39 credits min.

The **Photo/Communication specialization** 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.

PHO 315	Photojournalism	3 cr.
PHO 499	Photo/Com. Internship	3 cr.
COM 214	TV Production	3 cr.
COM 301	Studio Practicum	2 cr.
COM 314	Advanced TV Production	3 cr.
COM 401	Studio Practicum	1 cr.

(B.A.) Biomedical and Forensic Photography Specialization 64 credits min.

The **Biomedical and Forensic Photography specialization** is for students with a combined interest in photography, biology, and/or criminal justice. Acceptance into the Biomedical/Forensic Program is not guaranteed. It requires a combination of a successful interview and portfolio review with the Director of the Forensic Imaging Bureau of the Miami-Dade County Medical Examiner's Office, successful completion of BIO 220 Human Anatomy, and PHO 394 Biomedical and Forensic Practicum (a 3-credit on-site photography practicum taken during summer). It is recommended that this process be completed prior to the junior year. An integral part of this program is PHO 499, a six month, 12 credit intensive internship at the Forensic Imaging Bureau to be completed as the final requirement for graduation. This internship fulfills the University's requirement for an integrative experience.

Biomedical and Forensic

Photography Core 48 credits

ART 101B	2D Design	3 cr.
PHO 203	Basic Photography	3 cr.
PHO 303	Intermediate Photography	3 cr.
PHO 305	Computer Imaging I	3 cr.
PHO 394	Biomedical and Forensic Practicum	3 cr.
PHO 401	Color Photography	3 cr.
or PHO 402	Color Processes	3 cr.
PHO 405	Advanced Digital Imaging	3 cr.
or PHO 406	Advanced Computer Imaging	3 cr.
PHO 408	Large Format Photography	3 cr.
PHO 411	Lighting Techniques	3 cr.
PHO 412	Studio Lighting	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 487	Senior Seminar	3 cr.
PHO 499	Biomedical and Forensic Internship	12 cr.

Co-requisites 16-17 credits

BIO 120	Biology Overview	3 cr.
CRM 200	Introduction to Criminology	3 cr.
BIO 220 Intro. to Human Anatomy		4 cr.
BIO and/or CRM 300 level electives		6-7 cr.

For course descriptions of the above B.F.A. and B.A. courses, see PHO, ART, COM, BIO and CRM.

Photography Minor 21 credits

The Photography Minor consists of PHO 203 and PHO 303 as well as any 15 credits of PHO - photography electives for a total of 21 credits. A minimum grade of C is required in all courses.

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 a non-degree-seeking student. 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.

**Course Descriptions—
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) Non majors only.

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)

300 Special Topics (3)

Courses designed to enrich the student's understanding and appreciation of the photography as an art form and to fill specific needs or interests. Content to be determined.

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)

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 CS 180 or equivalent. (Special fee)

309 Pinhole Photography (3)

Students construct cardboard cameras which produce high quality photographs through usage of paper negatives and positives. Sepia toning, hand coloring, and matting will also be included. (Special fee)

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: PHO 203. (Special fee) (Also JOU 315)

359 Independent Study (3)

Opportunity for research in areas of special interest to the student.

Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval. For majors only. (Special fee)

394 Photography Practicum I (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.

401 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)

402 Color Processes (3)

An exploration of various color processes including printing from color negatives, and making polaroid transfers. Prerequisite: PHO 303. (Special fee)

404 Advanced Photography (3)

Students work on photographic projects where they may explore personal, aesthetic or technical interests through the development of an individualized photographic series. Prerequisites PHO 401 or PHO 402. (Special Fee)

405 Advanced Digital Imaging (3)

Refined study of digital manipulation of photographic images. More complex layer techniques, paths, panoramas, photo retouching, and stereoscopic imaging are explored. Prerequisite: PHO 305. (Special fee)

406 Advanced Computer Imaging (3)

Advanced imaging techniques utilizing photography, 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. 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 student's portfolios of original images. Prerequisite: PHO 303 (Special fee)

411 Lighting Techniques (3)

An exploration of the essence of photography: Light. Projects involve usage of on camera flash natural, available, incandescent lighting. Prerequisite: PHO 303. (Special fee).

412 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, with studies of various types of lighting which characterize the styles of contemporary artists as well as those of the past. Prerequisite: PHO 401 or PHO 402. (Special fee)

415 Influences of the Masters (3)

A combination of art history and applied studio study. Styles and techniques of selected creative photographic masters will be studied, analyzed and discussed. Students will then create their own original photographic images reflecting the influence, subject matter and techniques of those master photographers. Prerequisites: PHO 303 and PHO 420 or 421.

417 Manipulative Photography (3)

A course designed for students wishing to explore alternative methods of making and displaying photographic images. Prerequisite: PHO 303. (Special fee)

419 Digital Fine Art Printing (3)

An introduction to the printing of fine art digital images, using several different printing methods with various archival and non-archival papers. The emphasis of the course is in the development of a coherent digitally printed body of creative photographic imagery, printed to the highest of professional standards, with archival stability as a prime consideration. Prior knowledge of computer basics (Mac) and Adobe Photoshop required. Prerequisites: CS 180, PHO 305; PHO 401 or PHO 402 - equivalent courses or instructor approval.

420 History of Art/Photography (3)

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

421 History of Photography, Film and Art (3)

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

429 Fine Art Digital Portfolio (3)

An exploration of digital portfolios for the fine artist as an expressive visual medium through the use of digital software. The emphasis of the course is creative development of a coherent body of work and how to successfully showcase it in a digital portfolio. The class will cover digital media techniques as well as discussions about digital artists, critical thinking, principles of the language and aesthetics in relation to and impact on personal creativity and expression. Prior knowledge of computer basics (Mac) and Adobe Photoshop required. Prerequisites: CS 180, PHO 305; PHO 405 or PHO 406 - equivalent courses or instructor approval.

439 Fine Art Digital Video (3)

An artistic exploration of digital video as an expressive visual medium through the use of digital editing software. The emphasis of the course is creative development of a coherent time based work. The class will cover digital media techniques as well as discussions about digital video & film artists, critical thinking, principles of the language and aesthetics in relation to and impact on personal creativity and expression. Prior knowledge of computer basics (Mac) and Adobe Photoshop required. Prerequisites: CS 180, PHO 305; equivalent course or instructor approval.

459 Independent Study (3)

Opportunity for research in areas of special interest to the student.

Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval. For majors only. (Special fee)

487 Senior Seminar (3)

Advanced student work 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 market their work. To be taken student's final semester in correlation with the senior exhibition. Upon comple-

tion of their senior exhibition, students are required to provide the department with a complete set of slides of their exhibition work. Prerequisite: Graduating senior photography major. (Special fee)

494 Photography Practicum II (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)

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.

499 Biomedical/Forensic Internship (12)

Practical experience within a professional setting. For Photography majors in the Biomedical/Forensic track, a six-month internship at the Forensic Imaging Bureau of the Miami-Dade County Medical Examiner's Office. Prior approval of the Department Chair, Dean, and the Director of Forensic Imaging Bureau is required. Prerequisites: second semester senior status (108+ credit hours); 2.50 overall GPA; in addition successful completion of BIO 220 Human Anatomy, and PHO 394 Biomedical and Forensic Practicum; all paperwork must be completed before the end of the semester preceding the internship.

MUSIC (B.M.)

The Bachelor of Music is a 69 credit program offering a choice of specialization in either music performance or musical theatre. The music performance specialization is centered upon study of a primary instrument: voice, piano, guitar, strings, percussion, or woodwinds.

The Bachelor of Music degree develops performance skills through applied lessons, directed coursework, and ensemble and stage experience. This is complemented by studies in the Liberal Arts. Small classes promote performance opportunities, leadership qualities, and musical growth.

The candidate for a B.M. in Music is given professional training and musical skills with an emphasis on performance. The programs encourage individual growth, nurture leadership qualities, and, because of small classes, provide many and varied opportunities for the student to perform from the first year of study through graduation.

Additional requirements include: performance majors must present a shared recital in the junior year and a full recital in the senior year; participation in all

music productions, forums, recitals and concerts is required; and a departmental comprehensive examination must be successfully completed during the final semester. A minimum grade of C is required in all major and minor courses.

All prospective majors may audition in person or submit a video/audio tape including two contrasting selections on their primary instrument. The candidate should contact the department for audition times or appointments.

The following are core requirements for all Music majors:

Music Core			51 cr.
MU	109	Theory I	3 cr.
MUS	110	Theory II	3 cr.
MUS	211	Theory III	3 cr.
MUS	212	Theory IV	3 cr.
MUS	135 – 490	Applied Music	16 cr.
MUS	186/386	Ensemble	8 cr.
MUS	327	History: Baroque and Classical Music	3 cr.
MUS	328	History: Romantic Music	3 cr.
MUS	329	History: 20th Century Music (Musical Theatre specialization may substitute MUS 324 Musical Theatre Styles I)	3 cr.
MUS	340	Sightsinging/Eartraining	1 cr.
MUS	384	Conducting I	2 cr.
MUS	385	Conducting II	2 cr.
MUS	497	Senior Seminar	1 cr.
Piano proficiency			

Performance Specialization

Music Core			51 cr.
Performance Electives			18 credits
MUS	192	Performance Workshop	2cr.
MUS	200	Diction for Singers	1cr.
MUS	223	Piano Literature I	2cr.
MUS	234	Piano Literature II	2cr.
MUS	302	Accompaniment	2cr.
MUS	309	Survey of Vocal Literature I	2cr.
MUS	310	Survey of Vocal Literature II	1cr.
MUS	324	Musical Theatre Styles I	3cr.
MUS	325	Musical Theatre Styles II	3cr.
MUS	326	Electronic Music/MIDI	3cr.
MUS	375	Piano Pedagogy	2cr.
MUS	392	Performance Workshop	2cr.
MUS	420	Vocal Interpretation	1cr.
MUS	422	Instrumental Interpretation	1cr.
MUS	488	Vocal Pedagogy	1cr.

Musical Theatre Specialization

Music Core			51 cr.
Musical Theatre Electives			18 credits
MUS	192	Performance Workshop	2cr.
MUS	324	Musical Theatre Styles I	3cr.

MUS	325	Musical Theatre Styles II	3cr.
MUS	330	American Musical Theatre: Golden	3cr.
MUS	392	Performance Workshop	2cr.
MUS	420	Vocal Interpretation	1cr.
TH	155	Acting I: Fundamentals I	3cr.
TH	156	Voice and Movement	3cr.
TH	180	Theatre Ensemble	1-3cr.
TH	255	Acting II: Role Analysis	3cr.
TH	256	Acting III: Scene Study	3cr.
TH	295	Principles of Costumes and Makeup	3cr.
TH	355	Acting IV: Period Styles	3cr.
TH	439	Theatre History I	3cr.
TH	440	Theatre History II	3cr.
DAN	108	Theatrical Movement	1cr.

Music Minor

The minor in Music requires completion of a minimum of 22 credits including MUS 109, 110, 2 music history courses, 4 credits of ensemble, and 6 credits in applied music.

Performing ensembles include University Chorale, Chamber Singers, various instrumental ensembles, and performance workshop.

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. Prerequisite: MUS 109

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. (Special Fee)

135, 136 Applied Music (1 or 2)

First and second enrollments on a particular instrument; for Music majors and minors only. (Special Fee)

168 Percussion Techniques (1)

Introduction to basic playing and teaching methods on percussion instruments.

169 Woodwind Techniques (1)

Introduction to basic playing and teaching methods on woodwind instruments.

170 Brass Techniques (1)

Introduction to basic playing and teaching methods on brass instruments.

171 String Techniques (1)

Introduction to basic playing and teaching methods on string instruments.

180/380 University Chorale (1)

A large choral ensemble comprised of students and community members. No audition required.

186/386 Ensemble (1)

Ensembles including Chamber Singers (audition required), String Ensemble, Guitar Ensemble, Piano Ensemble, Woodwind Ensemble, and Percussion Ensemble.

192 Performance Workshop (2)

Performance Workshop is a class designed to integrate music skills acquired in choral ensembles, applied lessons, and music coursework, with theatre skills, including acting and movement, through observation, research, and performance practice.

200 Diction for Singers (1)

A study of correct pronunciation for singing in English, Italian, French and German through a study of the International Phonetic Alphabet.

211 Theory III (3)

Advanced study of the elements of music and the harmonic practices of the historical periods. Prerequisite: MUS 110.

212 Theory IV (3)

Study of twentieth century harmonic practices. Prerequisite: MUS 211.

223 Piano Literature I (2)

A broad overview of the standard piano literature from the Baroque and Classical periods. Primary teaching tools will be recordings and musical scores. The course is suited to the musician and non-musician alike. Prerequisite: none.

234 Piano Literature II (2)

A broad overview of the standard piano literature from the Romantic and Modern periods. Primary teaching tools will be recordings and musical scores. The course is suited to the musician and non-musician alike. Prerequisite: none.

287/288 Applied Music (1 or 2)

Third and fourth enrollments on a particular instrument; for Music majors and minors only. Prerequisite: MUS 135/136. (Special fee)

300 Special Topics (1-3)

Course content designed to fill specific needs or interests.

302 Accompaniment (2)

A practical approach to the preparation of musical scores for collaborative piano playing with a singer, instrumentalist, or chorus. A large variety of repertoire will be examined. Prerequisite: Piano major or permission of instructor.

309 Survey of Vocal Literature I (2)

A broad overview of the standard repertoire for voice. Examination of English, French, and German art song from the early Romantic period through the Twentieth century masters of the form. Prerequisites: Music major or permission of instructor.

310 Survey of Vocal Literature II (1)

A more in depth study of the art song through listening and performance. English art song, French *mélodie*, and German *lieder* are covered. Prerequisites: Music major or permission of instructor.

324 Musical Theatre Styles I (3)

A course designed to trace the history of the American Musical Theatre from its origins in Minstrel Shows and Vaudeville to the present. Works discussed will include the most important shows of the genre, including the musicals of Kern, Gershwin, Porter, Rodgers and Hammerstein, Sondheim and Webber.

325 Musical Theatre Styles II (3)

A broad overview of the history of opera from its inception with the Florentine Camerata (circa. 1600) to the present. The works of Monteverdi, Handel, Mozart, the *bel canto* composers, and the great Romantic composers, including Verdi and Wagner, are studied and compared to the modern operas of Puccini, Strauss, Britten, Menotti, and other Twentieth century masters.

326 Electronic Music/MIDI (3)

An introduction to the technology, tools, and software used in the creation of digital music composition, music scoring, and computer assisted instruction. Prerequisite: MUS 110. (Special fee)

327 History: Baroque and Classical Music (3)

A study of the development of music from the Baroque period (1600-1750) and the Classical period (1750-1820). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

328 History: Romantic Music (3)

A study of the development of music from the Romantic period (1820-1900). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

329 History: Twentieth Century Music (3)

A study of the development of music from the twentieth century (1900 to the present). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

330 The American Musical Theatre: The Golden Age (3)

A course exploring the American Musical Theatre during the golden age (1930-1960) and its predecessors in the nineteenth and early twentieth centuries.

335/338 Applied Music (1 or 2)

Fifth and sixth semesters of study on a particular instrument; for Music majors and minors only. Prerequisite: MUS 287/288. (Special fee).

340 Sightsinging/Ear Training (1)

This course is designed to cultivate the aural skills necessary for the developing music student. The skills that will be implemented include: sightsinging in various clefs, intervallic and chordal recognition, melodic and rhythmic dictation.

359 Independent Study (3)**375 Piano Pedagogy (2)**

Investigation of resources and techniques necessary in the teaching of piano. An emphasis is placed on methods most suitable to beginning piano study. Prerequisite: Piano major or permission of instructor.

384 Conducting I (2)

Techniques of instrumental and choral conducting.

385 Conducting II (2)

Advanced instrumental and choral conducting techniques. Prerequisite: MUS 384.

392 Performance Workshop (2)

Performance workshop is a class designed to integrate music skills acquired in choral ensembles, applied lessons, and music coursework, with theatre skills, including acting and movement, through observation, research, and performance practice.

420 Vocal Interpretation (1)

A practical approach to preparation for recital and public performance. A one-on-one coaching with detailed attention paid to stylistic appropriateness, practice strategies, techniques of interpretation, memorization and ensemble skills with the pianist.

422 Instrumental Interpretation (1)

A practical approach to preparation for recital and public performance. A one-on-one coaching with detailed attention paid to stylistic appropriateness, practice strategies, techniques of interpretation, memorization and ensemble skills with the pianist.

476 Methods in Music Education (4)

Philosophy, curriculum, and methods pertinent to the development of musical expressions for students in grades K-12. Required for certification in K-12.

488 Vocal Pedagogy (1)

A study of the anatomy and physiology of the voice and its function. Analysis of teaching methods and corrective techniques.

487/490 Applied Music (1)

This is the seventh and eighth semester of study on a particular instrument; for Music majors and minors only. Prerequisite: MUS 335/338. (Special fee)

497 Senior Seminar (1)

THEATRE (B.A.)

The Bachelor of Arts is a 56 to 57 credit program offering a choice of specialization in either performance or technical areas of the theatre.

Students selecting to major or minor in Theatre 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. Scholarships are available for dedicated Theatre 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 Theatre must participate in mainstage productions and must complete a Theatre comprehensive examination and integrative experience during their final year. A minimum grade of C is required in all major and minor courses.

The following are core requirements for all Theatre majors:

Theatre Core		39 credits
TH	100 Introduction to Theatre	3 cr.
TH	111 Technical Theatre Lab I	1 cr.
TH	155 Acting I: Fundamentals	3 cr.
TH	180 Theatre Ensemble	1 cr.
TH	185 Stagecraft	3 cr.
TH	208 Principles of Lighting & Sound	3 cr.
TH	295 Principles of Costume & Make-Up	3 cr.
TH	323 Play Directing	3 cr.
TH	380 Theatre Ensemble	3 cr.
TH	389 Critical Readings	3 cr.
TH	439 Theatre History I	3 cr.
TH	440 Theatre History II	3 cr.
TH	441 Contemporary Theatre	3 cr.
TH	459 Independent Study Project or	
TH	499 Internship	3 cr. min.
TH	492 Senior Seminar	1 cr.

Acting Specialization

Theatre Core		39 credits
Specialization		18 credits
TH	156 Voice and Movement	3 cr.
TH	255 Acting 2: Role Analysis	3 cr.
TH	256 Acting 3: Scene Study	3 cr.
TH	355 Acting 4: Period Styles	3 cr.
TH	455 Acting 5: Camera	3 cr.
DAN	Elective OR	
MUS	Elective	3 cr.

Technical Specialization

Theatre Core		39 credits
Specialization		17 credits
TH	211 Technical Theatre Lab II	1 cr.
TH	311 Technical Theatre Lab III	1 cr.
TH	391 Lighting Design	3 cr.
TH	392 Scene Design	3 cr.
ART	101A Basic Drawing	3 cr.
ART	101B 2-D Design OR	
ART	102A Figure Drawing	3 cr.
ART	320 Art History II	3 cr.

Theatre Minor

Total Requirements			22 credits
TH	100	Introduction to Theatre	3 cr.
TH	111	Tech Theatre Lab I	1 cr.
TH	155	Fundamentals of Acting	3 cr.
TH	185	Stagecraft	3 cr.
TH	255	Acting II - Role Analysis or	
TH	323	Directing	3 cr.
TH	439	Theatre History I	3 cr.
TH	440	Theatre History II	3 cr.
TH	441	Contemporary Theatre	3 cr.

Course Descriptions— Theatre Prefix: TH

100 Introduction to Theatre (3)

Explores the nature and existence of theatre as a collaborative art form: its artists, craftsmen, practices, products, traditions and historical perspectives.

111 Technical Theatre Lab I (1)

Beginning technical theatre lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions.

155 Acting I: Fundamentals I (3)

An eclectic, performance-oriented course designed to introduce, develop and reinforce fundamental acting skills and techniques.

156 Voice & Movement (3)

A full examination of voice production and movement techniques for the actor, including but not exclusive to the development of dialect skills and impersonation for acting techniques.

180/380 University Theatre Ensemble (1-3)

Involvement in a full-length play on the mainstage. Admission by audition or faculty approval.

185 Stagecraft (3)

Introduction to theatre technology with emphasis on tools, materials, terminology, drafting, safety, and practical application of the basic techniques for construction of scenery and stage rigging.

208 Principles of Lighting & Sound (3)

Study of stage lighting and sound equipment, practices, theories, and practical applications. Prerequisite TH 185

211 Technical Theatre Lab II (1)

Intermediate technical theatre lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions. Prerequisite: TH 111.

255 Acting II: Role Analysis (3)

Emphasis on the development and use of techniques for in-depth research and analysis of characters. Prerequisite: TH 155.

256 Acting III: Scene Study (3)

A workshop course designed to reinforce performance habits and to aid in the elimination of negative performance and work habits through performing selected scenes and monologues. Prerequisite: TH 255

295 Principles of Costume and Makeup (3)

Study of sewing, fabrics, patterns and practical application of costume construction techniques; materials and techniques for stage makeup with emphasis on practical application.

300 Special Topics (3)

Advanced course designed to enrich the student's understanding and appreciation of the theatre as an art form. This course can include but is not exclusive to Stage Combat, Playwriting, or Theatre Management.

311 Technical Theatre Lab III (1)

Advanced technical theatre lab with focus on backstage operations and leadership assignments. Emphasis on practical application in actual productions. Prerequisites: TH 211.

323 Play Directing (3)

Investigation and execution of the classical theories, traditional techniques up to the postmodern visionary aspects of play direction. Prerequisites: TH 100, TH 155 or permission of the Instructor.

355 Acting IV: Period Styles (3)

Advanced study of acting focusing on performance, reflecting historical periods or social cultures. Prerequisite: TH 256 or permission of Instructor.

389 Critical Readings: Topics (3)

Advanced course focusing on various dramatic genres, styles and playwrights. Content to be determined. May be repeated for different topics.

390 Costume Design (3)

Advanced course in theory and practical design techniques with an emphasis on challenging the student's creative potential. Prerequisite: TH 295.

391 Lighting Design (3)

Design theories and techniques, drafting and related paperwork for theatre and dance lighting, with emphasis on practical application in the form of light plots and production work. Prerequisites: TH 185 and TH 208.

392 Scene Design (3)

Theory of designing stage sets. Study of drafting and renderings needed to execute a design. Emphasis upon portfolio enhancement, theoretical projects and production work. Prerequisites: TH 185 and TH 208. Theatre Majors/Minors only.

439 Theatre History I (3)

A history of theatre production from Aeschylus to Shakespeare, with selected readings from Greek, Roman, Medieval and Renaissance dramatic literature. Same as ENG 439.

440 Theatre History II (3)

A history of theatre production from Restoration to Realism, with selected readings from French neo-classical comedy and tragedy, English restoration comedy and Continental realism. Same as ENG 440.

441 Contemporary Theatre (3)

A survey of theatre production in the 20th and 21st Centuries, with selected readings. Same as ENG 441.

455 Acting V: Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, TV and commercials. Prerequisite: Permission of Instructor.

459 Independent Study Project (3)

Opportunity to showcase area of specialization, culminating in a studio level production or demonstration of developed work. Faculty approval required.

497 Senior Seminar (1)

An integrative experience to assist the theatre major in preparation for graduate study or professional work.

499 Internship (3-12)

On-site experience in a professional theatre or with an approved organization. Prerequisites: Senior status (90+ credits) Faculty approval required. Requires a minimum of 120 service hours of experience. CR/NC grade only - Majors only.

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 dance elective credits, are required. All courses must be com-

pleted with a C or above. Prospective students must schedule an interview in the Department to review past dance experience. Candidates should schedule an interview at the time of application.

Program of Study

Total Requirements	21 credits min.
DAN 105, 205 Ballet I, II	2 cr.
DAN 109, 209, 309 Modern I, II, III	2 cr.
DAN 110, 210, 310 Modern/Jazz Dance I, II, III	2 cr.
DAN 119 Latin Dance I	2 cr.
DAN 180, 380 Dance Repertory Ensemble (1 or 2)	2 cr.
DAN 199/300 Dances of the African Diaspora (1 or 2)	2 cr.
DAN 199/300 Ballroom Dance (1 or 2)	2 cr.
DAN 219 Latin Dance II	2 cr.
DAN 220, 320 Dance Composition/Choreography I, II	2 cr.
DAN 429 History and Philosophy of Dance	3 cr.
DAN electives	2 cr.

Course Descriptions— Dance Prefix: DAN

105, 205 Ballet I, II (2)

Study and practice in ballet technique designed to improve strength, flexibility, and an understanding of ballet vocabulary.

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 Theatre, Musical Theatre, and Physical Education majors.

109, 209, 309 Modern Dance I, II, III (2)

Beginning, Intermediate and Advanced – 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, Intermediate and Advanced jazz dance with exploration of disco jazz, classic jazz, and character jazz dance.

119 Latin Dance I (2)

Students will learn the basic steps of Latin dances originating in Cuba and the Dominican Republic. These dances include salsa, cha-cha, and merengue. Students will place these dances in a socio-cultural and geographical context, both in their countries of origin and the United States.

180, 380 Repertory Ensemble (1)

Barry University Dance Ensemble – A faculty directed performing group formulated to enhance presentation skills in dance and dance theatre. Prerequisite: Audition.

219 Latin Dance II (2)

An extension of Latin Dance I with an emphasis on individual style development. Students will learn more advanced steps in salsa, cha-cha, and merengue and how to incorporate these and other Latin dances into their own choreographed movement sequence. Prerequisite: DAN 119

220 Dance Composition/Choreography I (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.

300 S/T Dances of the African Diaspora (1-2)

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 (1-2)

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. Prerequisite: DAN 205

320 Dance Composition/Choreography II (2)

This course is a continuation of DAN 220 with a more in-depth examination of choreography which culminates in the creation of a dance piece. Appropriate for Theatre, Musical Theatre, and Physical Education majors. Prerequisite: DAN 220.

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.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

E. Timothy Smith, Ph.D., Chair

Faculty: Caravelis, Cvejanovich, 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 major 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. HIS 101-102 are prerequisites for all other required history courses. Of the upper biennium courses, at least 3 credits must be taken in each of the U.S., European, and non-western areas. Students who complete a single major without a minor must complete 40 credit hours in history. Graduation requirements include 1) earning a minimum grade of C in all major 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. HIS 101-102 are prerequisites for all other required history 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. Co-requisite: ENG 111 or higher.

150 The Meaning of History (3)

An introduction to the discipline of history using as a vehicle the history of the 20th century world. The course, through an emphasis on reading and writing skills, will explore the interrelationship of historical, geographical, political, social and economic perspectives.

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.

308 History of Asian Civilizations (3)

Overview of selected major Asian nations with emphasis on twentieth century developments. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

352 Politics and Music (3)

Examines the relationship between politics and music by focusing on the lyrics of popular songs from the colonial period to date. The political activities of major popular music artists will be considered as well as songs that focus on specific political problems such as war, authority, race, gender and economic justice. Political theorists covered include: Plato, Marx, Nietzsche, and Rawls. Prerequisite: POS 201 or HIS 202 or permission of the department chair. (same as POS 352)

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. Prerequisite: HIS 102 or 150.

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). Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102, 202 or 150.

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. Prerequisite: HIS 102, 202 or 150.

403 American Diplomatic I to 1890 (3)

Foundation of American diplomacy; Monroe Doctrine; foreign wars and diplomacy of America's Civil War. Prerequisite: HIS 201.

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. (same as POS 404) Prerequisite: HIS 202 or POS 201.

432 Modern English History (3)
Political, social, economic and intellectual history of England from the Tudor dynasty to contemporary times. Included are religious, political and industrial revolutions, the British Empire, reform movements, world wars, and Thatcherism. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 102 or 150.

449/549 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. Prerequisite: HIS 102 or 150.

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. Prerequisite: HIS 150 or 202.

456/556 African American History Since Reconstruction (3)
A political, social, cultural and economic history of African Americans since 1877. Focuses on segregation, civil rights, the family, northern migration, and cultural contributions. Prerequisite: HIS 150 or 202.

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.

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. Majors must complete POS 201 and 209 before taking upper level required courses. Students who complete a single major without a minor must complete 40 credit hours in political science.

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 21 credits, including POS 201, 209 or 325, and 425 or 426. Minors must

complete POS 201 and 209 before taking upper level required courses. A minimum grade of C in all minor courses is required.

Course Descriptions— Political Science Prefix: POS

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. Co-requisite: ENG 111 or higher.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

352 Politics and Music (3)

Examines the relationship between politics and music by focusing on the lyrics of popular songs from the colonial period to date. The political activities of major popular music artists will be considered as well as songs that focus on specific political problems such as war, authority, race, gender and economic justice. Political theorists covered include: Plato, Marx, Nietzsche, and Rawls. Prerequisite: POS 201 or HIS 202 or permission of the department chair. (same as HIS 352)

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. Prerequisite: POS 325.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201 or HIS 202. (same as HIS 404)

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. Prerequisite: POS 201. Same as ECO 406.

415/515 American Political Institutions: Legacy of the Framers (03)

This course will analyze the evolution of the three branches (executive, Legislative, Judicial) of the American national government from the framers to the present. Special attention will be given to the current relevance of the insights found in the Federalist papers. Prerequisite: POS 201.

425/525 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. Prerequisite: POS 201.

426/526 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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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. Prerequisite: POS 201.

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.

INTERNATIONAL STUDIES (B.A.)

International Studies 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 150 and 9 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 326; BUS 366; MGT 305; and MGT 336.

The cultural component will include THE 103 or THE 303; SOC 200; PHI 155; GEO 301; 12 credits of a foreign language; and 3 credits of culture-focused humanities.

The remaining distribution requirements will include ENG 111-210; MAT 108, 152; PHI 154; CS 180; SPE 101 or COM 104; 3 credits in fine arts, THE 201; PSY 281, and a science with a lab

In their remaining coursework, students are encouraged to strengthen a component of the major.

The integrative experience will consist of HIS/POS 487, an internship, or a study abroad experience.

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.

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 general education requirements in the following areas:

Oral and Written Communication—ENG 111, 210; SPE 101 or COM 104 elective
 Theology and Philosophy—PHI 154 or 316, 155 or 318; THE 201 and 3 THE elective credit hours
 Humanities and Fine Arts—6 elective credit hours
 Mathematics and Science—MAT 152; CS 180 or higher; Lab Science elective
 Social Sciences—HIS 150, POS 201, PSY 281, SOC 200
 Foreign Language—3 credit hours

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 (12 credit hours)—POS 207, 308, 425-426
 History (9 credit hours)—HIS 201, 202, 432

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 the 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 312 and 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.

Social Science Minor

The social science minor provides history and political science students the opportunity to broaden their understanding of the world through the other social sciences. Students completing this 33 credit hour minor must take the following courses:

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 201)	6 hours
Geography (GEO 301)	3 hours
Psychology or Sociology	3 hours

Peace Studies Minor

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.

NON-DEGREE PROGRAM

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 the culture, economy, history, and political entities on a regional basis; human adaptation and development in relation to their physical environment, and the influence of environment upon humanity and its activities.

305 Latin American Geography (3)

Latin America with an emphasis on cultures, economy, history, and political entities on a regional basis; focus on human adaptation and development in relation to their physical environment and the influence of environment upon humanity and its activities.

307 Physical Geography (3)

Holistic approach to people 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. Focus on the complex mosaic of people and places that make up the United States.

320 Geography of Disasters (3)

A geographical survey of natural and human induced disasters. Particular attention is given to environmental consequences and cause and effect relationships between nature and humans. This course offers a broad overview of why various natural and manmade hazards, and hence various disasters, which occur on Earth do so in particular geographical regions by investigating the spatial dimensions of their underlying causes and impacts.

346 Geography Politics and Power (3)

An exploration of the interaction between geography and politics at the world level. The origin and function of nations will be examined. Focus on interdependence and globalization.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Eduardo A. Luna, Ph.D., Chair

Faculty: Chraibi, Franco, Haralambides, Jagadish, Mac Dowall, Marinas, Markov, Morales, Ordoukhani, Presa, Pan, Satpathy, Segami, Singh, Suarez, Villemure, Zuniga.

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 which are required by many 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

The Department offers the degree of Bachelor of Science in Mathematical Sciences as well as a minor. The courses for the major cover the main areas of algebra, analysis, probability, statistics, numerical analysis and topology. Co-requisites in physics and computer science are also required.

A major in the Mathematical Sciences is intended for students who wish to build a strong foundation for careers in mathematics. These include teaching, computer-related areas, engineering, and 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.

The Department offers four areas of specialization within the major:

Actuarial Science

Applied Mathematics

Computational Mathematics

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.

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. Mathematics 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 cuts 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. Mathematics is needed to understand the inventions of modern technology, including computers and the communications media. Mathematics helps students understand the intricacies of the financial world, and the analysis of economic systems. Mathematics enters into the study and prediction of weather patterns, biological growth, the control of epidemics, the analysis of psychological and social phenomena, 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. An appreciation of mathematics as a beautiful and creative human endeavor.

For the mathematical sciences major, the courses provide academic and professional training, which includes the development of analytical skills, 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.

Typical four-year plan

A student majoring in mathematical sciences will design a four-year plan with his/her advisor, according to the student's academic and professional interests. This is an example of such a plan:

Freshman year

Fall		Spring	
MAT 211 Calculus I	4 cr.	MAT 212 Calculus II	4 cr.
CS 211 (3 cr.) or		CS 212 (3 cr.) or CS 231 (4 cr.) or	
CS 231 Computer Science I	4 cr.	CS 232 Computer Science II	4 cr.
ENG 111 English Composition	3 cr.	ENG 210 Introduction to Literature	3 cr.
Distribution or electives	4 cr.	Distribution or electives	4 cr.
Total: 14-15 cr.		Total: 14-15 cr.	

Sophomore year

Fall		Spring	
PHY 211 University Physics I	4 cr.	PHY 212 University Physics II	4 cr.
MAT 213 Calculus III	4 cr.	MAT 332 Linear Algebra	3 cr.
MAT 253 Discrete Math I	3 cr.	MAT 254 or elective	3 cr.
Distribution or electives	4 cr.	Distribution or electives	5 cr.
Total: 15 cr.		Total: 15 cr.	

Junior year

Fall		Spring	
MAT 331 Algebraic Structures	3 cr.	MAT 356 Statistics for Science	3 cr.
MAT 314 Diff Equations	3 cr.	Distribution or electives	12 cr.
Distribution or electives	9 cr.		
Total: 15 cr		Total: 15 cr.	

Senior year

Fall		Spring	
MAT 462 Number theory	3 cr.	MAT elective	3 cr.
Distribution or electives	12 cr.	Distribution or electives	12 cr.
Total: 15 cr.		Total: 15 cr.	

Academic requirements for the major

The credits required for the Bachelor of Science degree in Mathematical Sciences are distributed as follows:

Core courses: Mathematics	31 credits
Mathematics Electives	12
Corequisites	
Physics	8
Computer Science	6 or 8
General Education	42
General Electives	21
Total	120-122

Core Courses		Credits
MAT 212	Calculus II	4
MAT 213	Calculus III	4
MAT 253	Discrete Mathematics I	3
MAT 310	Advanced Calculus 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
MAT 487	Undergraduate Mathematics Seminar	2
		Total: 31

Corequisitesa) Eight credits in **physics**:

PHY 211	University Physics I	4
PHY 212	University Physics II	4

b) At least six credits in computer science from the following: CS 211, CS 212, CS 231, CS 232

CS 211	Computer Programming I	3
CS 212	Computer Programming II	3
CS 231	Computer Science I	4
CS 232	Computer Science II	4

Electives: Four elective mathematics courses must be chosen from the Department offerings at or above MAT 254 or any course approved by the Department.

All students in Mathematical Sciences are strongly urged to develop proficiency in the use of computers and in computer programming languages. 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 graduation. Majors are encouraged to take courses in other areas such as accounting, biology, business, chemistry, communication, 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.

Areas of Specialization

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. As preparation for the actuarial examinations, the following courses offered through the Andreas School of Business are suggested:

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 trained in mathematical aspects of computer applications. Students interested in **computational mathemat-**

ics are encouraged to choose the following as mathematics electives:

MAT 254	Discrete Mathematics II
MAT 374	Theory of Computation
MAT 456	Numerical Analysis

It is recommended that students take at least CS 231 and CS 232. The Department suggests a minor in Computer Science.

Mathematical Sciences Minor: A minor in Mathematical Sciences consists of at least 20 credits in approved courses, 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:

- to demonstrate adequate skills in problem-solving and communication,
- to show a good level of achievement in the use of graphing calculators and mathematical computer software;
- to be able to apply logical reasoning to the proof of mathematical results, and
- 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:** Some courses help the students integrate mathematics within the historical, philosophical, social and creative dimensions of gen-

eral culture. MAT 462 (Number Theory), MAT 471 (History of Mathematics) or MAT 487 (Undergraduate Seminar) are designated as departmental capstone courses.

- d) **Gordon Rule:** Any MAT course numbered 107 or above fulfills the State of Florida Gordon Rule.

Course Descriptions—

Prefix: MAT

Note: Exceptions to any prerequisite must be made by the Department Chair.

090 Pre-Entry Math (3)

This course prepares a student to take MAT 100A or MAT 100B. A variety of individualized strategies are used, including 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 math SAT or ACT test.

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 107, 152 or 201 and does not fulfill distribution or degree requirements. CR/NC option available. Placement in this course is by appropriate score on the math SAT or ACT test.

100B Preparatory Mathematics II (3)

Graphs, systems of linear equations, inequalities, fractional and radical expressions, fractional, radical and quadratic equations; emphasis on problem solving skills. This course prepares students for MAT 108 or MAT 152 and does not fulfill distribution or degree requirements. CR/NC option available. Placement in the course is by appropriate score on the math SAT or ACT test.

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. Placement in this course is by appropriate score on the math SAT or ACT test.

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. Placement in this course is by appropriate math SAT or ACT score.

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 100A or appropriate math SAT or ACT score.

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 appropriate math SAT or ACT score.

109 Precalculus Mathematics I (3)

Functions and their graphs; polynomial, algebraic, exponential, and logarithmic functions, roots of algebraic equations, systems of linear equations, nonlinear equations and inequalities. Prerequisite: two years of high school algebra, geometry and MAT 100C or appropriate math SAT or ACT score.

110 Precalculus Mathematics II (3)

Trigonometric functions of angles and of real numbers, trigonometric identities and equations, conic sections. Prerequisite: MAT 109 with a grade of C or above, or appropriate math SAT or ACT score.

120 Mathematics and Art (3)

An analysis of the interplay between mathematics and art. Emphasis will be made on the discovery and analysis of numerical relations, geometric patterns, and algebraic structures. This is a mathematics course that draws its content from an analysis of art throughout key periods of history and the present. Prerequisites: At least two semesters of high school algebra or one semester of high school geometry or college-level mathematics.

152 Elementary Probability and Statistics (3)

Sampling, tables and graphs, elementary probability, special discrete and continuous random variables, linear correlation and regression, contingency tables, hypothesis testing. Prerequisite: MAT 100A or 100B or satisfactory math SAT or ACT score.

201 Fundamentals of Mathematics I (3)

Introduction to problem solving, exploration of patterns; numeration systems, whole numbers and operations; integers and operations, divisibility, prime and composite numbers, greatest common divisor, least common multiple, modular arithmetic; rational numbers and operations. Emphasis on problem solving. Prerequisite: MAT 100A or appropriate math SAT or ACT scores.

202 Fundamentals of Mathematics II (3)

Logic, sets, set operations; integer exponents, decimals and operations, real numbers; equations, Cartesian coordinate system, equation of a line, ratio, proportion, percent, interest; introduction to probability and statistics. Emphasis on problem solving. Prerequisite: MAT 201 with a grade of C or above.

203 Geometry for Teachers (3)

Informal plane and space geometry; measurements, perimeter, area, volume; metric system; congruence, similarity, constructions; trigonometric ratios; translations, rotations, reflections, symmetries, tessellations; introduction to computers. Emphasis on problem solving. Prerequisite: MAT 202 with a grade of C or above.

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. Not acceptable for the Mathematics or Computer Science major. Prerequisite: MAT 108 or appropriate math SAT or ACT score.

211 Calculus I (4)

Limits of functions and approximation; differentiation and integration of elementary functions; maxima and minima applications. Prerequisite: MAT 110 with a grade of C or above, or appropriate math SAT or ACT score.

212 Calculus II (4)

Advanced techniques of differentiation and integration; polar coordinates, sequences and series. Prerequisite: MAT 211 with a grade of C or above.

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 with a grade of C or above.

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.

253 Discrete Mathematics I (3)

Sets, counting, methods of proof. Logic. Relations, types of relations, functions, types of functions. Recursive functions. Prerequisite: MAT 110.

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. Riemann-Stieltjes integral; functions of several variables, partial differentiation; multiple integrals. Prerequisite: 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)

Geometric shapes and measurement: primitive areas and volumes. Properties of lines and triangles: properties of incidence and parallelism, similarity and congruence of triangles. Circles: central and inscribed angles, chords, secants and tangents. Transformation Geometry: geometric transformations, translations, reflections, rotations and related groups. Prerequisites: MAT 211 and MAT 253.

331 Algebraic Structures (3)

Groups, Lagrange's theorem, homomorphisms. Rings, integral domains, field of quotients, polynomial rings, unique factorization domains. Fields and finite field extensions. Prerequisites: MAT 332 or MAT 462 acceptable, but both preferred.

332 Linear Algebra (3)

Systems of linear equations, matrices, vector spaces, linear transformations, determinants. Quadratic forms, eigenvalues and eigenvectors. Prerequisites: MAT 211 and MAT 253.

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. Prerequisite: 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. Prerequisites: MAT 211 and 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.

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.

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.

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.

COMPUTER SCIENCE (B.S.)

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 Science offers programs of study leading to the degrees of Bachelor of Science in Computer Science, and Bachelor of Science in Computer Information Sciences.

Computer facilities include a Departmental computer laboratory equipped with personal computers, Unix workstations, and Sun and Windows servers. The University also has a large network of IBM compatible and MacIntosh computers.

Some learning objectives of Computer Science courses are the following:

- 1) To develop expertise in basic algorithms
- 2) To develop problem-solving skills
- 3) To develop language skills
- 4) To develop expertise in the design and use of software, databases, computer architecture and applications.
- 5) To understand the physical components of computer hardware, networks, and telecommunications, and develop ways to use this knowledge effectively.
- 6) 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.
- 7) 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

This program is designed to provide students with a solid technical foundation in the field of computers, allowing them to select among diverse areas of specialization. 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, artificial intelligence, computer graphics, and numerical computing.

The curriculum for the Computer Science major consists of the following components:

Computer Science Core	40 credits
Computer Science Electives	9 credits
Mathematics Minor	20 credits
Physics	8 credits
General Education	42 credits
General Elective	1-3 credits
Total	120-122 credits

Computer Science Core

The core of CS courses consists of the following:

Course		Credits
CS 231	Computer Science I	4
CS 232	Computer Science II	4
CS 311	Assembly Language	3
CS 328	Unix, 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
Total		40

Mathematics Minor

Given the close interaction between mathematics and computer science, a minor in mathematical sciences is required, consisting of at least 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

Note: A minimum grade of C is required in all courses in the CS Core, CS Electives, Science, Mathematics and minor.

Computer Science Electives

Computer Science electives consist of three courses selected from the following list: CS 341, CS 372, CS 432, CS 437, CS 438, CS 453, CS 454, CS 456 and CS 477.

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.

Major in Computer Information Sciences

The Computer Information Sciences program combines the study of computer systems and computer technology with the study of an application domain selected by the student (a second discipline). The Computer Information Sciences graduate will be able to understand and implement computer systems on different platforms, and will be prepared to develop innovative applications in areas such as networking and network programming, database systems, database programming and data warehousing, Web and multimedia technologies, computer animation, and security.

The curriculum for the Computer Information Sciences major consists of the following components:

CIS Core	39 credits
CIS Electives	9 credits
Science and Mathematics Minor	20 credits
General Education	42 credits
Total	120 credits

Note: A minimum grade of C is required in all courses in the CIS Core, CIS Electives, Science and Mathematics and minor.

CIS Core Courses

The purpose of the core courses is to provide the student with a foundation in the areas of the design and implementation of computer systems, computer networks, and digital media. Through the electives, students can reach a degree of specialization in an area

of their choice. The courses included in the core are the following:

Course Name		Credits
CS-211	Computer Programming I	3
CS-212	Computer Programming II	3
CS-338	Web Design, Authoring and Publishing	3
CS-341	Multimedia Systems	3
CS-372	Software Engineering	3
CS-305	Computer Systems	3
CS-306	Database Analysis and Logical Design	3
CS-406	Operating System Environments	3
CS-407	Database Programming and Administration	3
CS-440	Data Communications	3
CS-473	Network Programming	3
CS-477	Computer Security	3
CS-499	Internship	3
	Total	39

CIS Electives

These courses allow students to gain further knowledge and experience in an area of their choice. Suggested areas are, networks, systems programming, databases, electronic publishing, and Web development. In addition to the core courses, students in this major are required to select three additional 300 or 400 level courses in Computer Science.

Mathematics and Science

The following courses in mathematics and science are required for all CIS majors:

MAT-109	Precalculus Mathematics I	3 credits
MAT-152	Elementary Probability and Statistics	3 credits
PHY-151	Introductory Physics	3 credits
PHY-151L	Introductory Physics Lab	1 credits
	Total	10 credits

Other Requirements

Students are required to complete a minor. Suggested areas are mathematics, business, communication, and arts. Students are also required to learn at least two different programming languages. Suggested languages are Visual Basic, C++, Java and Perl.

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 Computer Information Sciences

The minor in Computer Information Sciences consists of six courses, including: CS 211, CS 212, CS 305, CS 306, CS 406, and CS 440, plus one 300 or 400 level CS course.

Minor in Computers in Communication

The minor in Computers in Communication consists of six Computer Science courses, including: CS 211, CS 325, CS 338, CS 341 and CS 320, plus two courses out of CS 212, CS 334, CS 440, CS 438.

Departmental Requirements

- a) **Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. Two semesters of CS 487 or one semester of Internship (CS 499) will satisfy this requirement.
- b) **Community service:** At least one semester of community service is expected of each graduate. Such service may include a minimum of 30 hours of supervised tutoring in the Learning Center, the computer laboratory, or some equivalent task. Membership in professional organizations such as ACM or IEEE may provide community service experience, which is included in the program in order to develop the student's attitude and potential as a computer professional in service to the community, in the spirit of Barry's mission statement.
- c) **Capstone course:** CS 487 (Undergraduate Seminar) and CS 499 (Internship) are designed to help students in the standard major integrate their knowledge of computer science with general culture and current research.

Course Descriptions—

Note: Exceptions to any prerequisite must be approved by the Department Chair.

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. Not acceptable for Computer Science and Mathematics majors.

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.

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.

211 Computer Programming I (3)

This course provides a broad overview of the field of Computer Science and introduces the basic concepts of programming and problem solving.

212 Computer Programming II (3)

A continuation of CS-211. This course introduces the student to algorithm development, data structures, and graphical interfaces. Prerequisite: CS-211.

231 Computer Science I (4)

Evolution of hardware and software. Problem analysis and algorithm development. Data types, control structures, subprograms, scope, and recursion. Prerequisite: MAT 109.

232 Computer Science II (4)

Programming methodology. Data abstraction. Classes and class templates. Inheritance and polymorphism. Search techniques. Algorithm complexity. Windows programming and applications programming interface (API). Prerequisites: CS 231 and MAT 110.

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 211 or equivalent.

306 Database Analysis and Logical Design (3)

Conceptual data modeling. Entity-Relationship and object-oriented modeling. Logical database design. Query languages. Prerequisite: CS-212.

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. Prerequisite: CS 311.

320 Computer Animation I (3)

Basic concepts, tools and techniques of 3-D modeling and computer animation. Creating and animating synthetic objects, materials, lights, and cameras. Application to the World Wide Web. Prerequisite: CS 180 or equivalent.

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. Creating, importing, pasting and cropping graphics. Use of design elements. Printing. Color processing. Building books and booklets. Different types of hardware and software will be discussed. Prerequisite: CS 180 or equivalent.

328 Unix and Systems Concepts (3)

The Unix operating system, shell programming and system administration. Applications to the development of systems software. A large project is implemented. Prerequisite: CS 232.

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.

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. Prerequisite: CS 180 or equivalent.

338 Web Design, Authoring and Publishing (3)

Concepts, tools, and technologies of computer networked information with an emphasis on the Internet and the Web. Web clients and servers. Web design, authoring, publishing and programming. Web development tools. Internet trends. Prerequisite: CS 180 or equivalent

340 Java Programming for the Web (3)

This course aims to teach the Java programming language as it is applied in the World Wide Web. It covers Java applets, applications, API (application programming interface), graphics, animation and threads. It also explores Java object-oriented techniques and database connectivity. Prerequisite: CS 211 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 211.

342 eWAnimation (3)

This course provides the essential concepts and skills to develop and publish Web animation. It covers effective techniques and tools to develop highly interactive animated Web sites. Animation software for the Web will be explored and compared. Prerequisite: CS 180 or equivalent.

359, 459 Independent Study (1-3)

Supervised research in areas of special interest to the student. Prerequisite: Approval by the Dean and the Department Chair is required.

372 Software Engineering (3)

Basic tools and techniques for specifying, designing, implementing, verifying and validating large software projects. Prerequisite: CS 212 or equivalent.

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 2000, UNIX, Windows NT, etc. Administration, trouble-shooting and optimization of operating systems. Prerequisite: CS 212 or equivalent.

407 Database Programming and Administration (3)

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 306 or equivalent.

413 Operating Systems (3)

Operating systems and computer system structures. Process management and synchronization. Memory management. File systems. I/O systems. Distributed systems. Protection and security in operating systems. Prerequisite: CS 331.

414 Computer Architecture (3)

System buses. Internal and external memory. I/O. Computer arithmetic. Instruction sets. CPU structure. The control unit and microprogramming. Prerequisites: CS 311 and CS 332.

426 Databases (3)

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. Prerequisite: CS 331.

432 Compiler Design (3)

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.

438 Web Programming and Administration (3)

This course covers Web programming with an emphasis on CGI and server side programming. It explores Web servers' features, configuration, and programming. It also analyses the development of dynamic content and online database handling. Current programming languages and tools for the Web such as CGI, Perl and Java are covered. Case studies such as e-commerce, online data base management, or distance education will be discussed. Prerequisite: CS 338 or equivalent.

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 212.

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) 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)

Concepts and principles of data communications and computer networks. Network architectures and protocols. Local area networks. Switching and Routing. Distributed processing. Internetworking and current area topics. Prerequisite: CS 331.

473 Network Programming (3)

Design and implementation of distributed, network applications based on the client/server approach. Network and Internetwork concepts, protocols and programming interfaces. Network security and related topics. Prerequisite: CS 212.

477 Computer Security (3)

This course is intended to provide an introduction to the standard methods for securing computer applications and computer networks. The topics included are security attacks, security services, conventional encryption, public-key encryption, electronic mail security, PGP, web security, SSL, SET, intruders, viruses, and firewalls. Prerequisite: CS 440 or CS 471.

478 Applied Cryptography (3)

This course provides an introduction to cryptography and its applications emphasizing programming aspects. The topics included in this course are ciphers, one-way functions, communications using symmetric cryptography, communications using public-key cryptography, digital signatures, and key exchange. Prerequisite: CS-232 or equivalent.

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)

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.

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.

The following is a suggested two-year sequence for Pre-Engineering students:

Freshman Year

Fall

MAT 211 Calculus I	4 cr.
CS 231 Computer Sci. I	4 cr.
ENG 111 English Compos.	3 cr.
PHY 211 University Physics I	4 cr.
Distribution, CHE or BIO	3 cr.
Total:	18 cr.

Spring

MAT 212 Calculus II	4 cr.
CS 232 Computer Sci. II	4 cr.
ENG 112 Research Techn.	3 cr.
PHY 212 University Physics II	4 cr.
Distribution, CHE or BIO	3 cr.
Total:	18 cr.

Sophomore Year

Fall

MAT 213 Calculus III	4 cr.
PHY 313 Statics	3 cr.
CS or Science electives	6 cr.
Distribution or electives	3 cr.
Total:	16 cr.

Spring

MAT 314 Differential Eqns.	3 cr.
MAT 356 Statistics for Science	3 cr.
CS or Science electives	6 cr.
Distribution or electives	3 cr.
Total:	15 cr.

Early in the program, pre-engineering students are encouraged to contact specific engineering schools to inquire about special requirements that must be met prior to transfer. As an example, Mechanical Engineering may require additional Physics or CS courses; Chemical Engineering may require chemistry courses; Biomedical and Environmental Engineering may require biology, anatomy, zoology, or botany.

Admission into an Engineering School is highly competitive. Barry has an excellent record of placing pre-engineering students who, after completing just two years of study at Barry, have been admitted into top engineering schools such as Johns Hopkins, Stanford and many others.

DEPARTMENT OF PHYSICAL SCIENCES

Tony S. Wallner, Ph.D., Chair

Faculty: Boulos, Fisher, Goehl, Higgs, Struganova

The Department of Physical Sciences includes the following:

- Chemistry major
- Chemistry minor
- Environmental Chemistry
- Physics
- Physics minor
- 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:

Chemistry

CHE 111(3), 111L(1)	4
CHE 112(3), 112L(1)	4
CHE 343(3), 343L(1)	4
CHE 344(3), 344L(1)	4
CHE 321(4)	4
CHE 356(3), 357(3), 366(2)	8
CHE 421(4)	4
CHE 490(2)	2
CHE electives above 300 (excluding CHE 300)	5
Total	39

Related Disciplines

PHY 201, 201L, 202, 202L	8
Or PHY 211, 211L, 212, 212L	
MAT 211, 212	4

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. Semesters during which courses are typically offered are indicated in parentheses at the end of each course description.

Environmental Chemistry Specialization: The course of studies for the Environmental Chemistry specialization requires the completion of the Chemistry major, including CHE 209 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: The chemistry minor includes 2 semesters of general chemistry (with labs) and 12 additional credits of CHE above 200 level (excluding CHE 300) completed with a grade of C or better.

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-Dental, Pre-Medical, Pre-Pharmacy or Pre-Veterinary Specialization: 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, 343, 343L, 344, 344L; 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

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 100 B or higher. (Fall)

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: grade of C or better in CHE 111 and CHE 111L; Corequisite CHE 112L. (Fall 111, Spring 111 & 112, Summer 112)

111L, 112L General Chemistry and Qualitative Analysis Laboratory (1) (1)

Three hour laboratory to be taken concurrently with CHE 111, 112. (Special fee)

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. This course is intended for students in the nursing, occupational therapy, anesthesia technology, cardiovascular perfusion programs, and sports medicine majors. Prerequisite: High school chemistry within the last 3-4 years or consent of instructor, or CHE 110. (Special fee) (Fall, Spring)

199 Consumer Chemistry (4)

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. (Spring) (Special fee)

209, 209L Environmental Perspectives in Chemistry (3)

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. (Special fee)

241 Organic Chemistry Survey (4)

Structure and reactions of monofunctional compounds, with related laboratory.

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: grade of C or better in Chemistry 112. (Special fee) (Fall)

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. (Occasional offering)

343, 344 Organic Chemistry (3) (3)

Chemistry of carbon compounds, their structure, reactivity, and reaction mechanisms. Prerequisite for CHE 343: CHE 112, 112L; Corequisite: CHE 343L. Prerequisite for CHE 344: grade of C or better in CHE 343, 343L; Corequisite: CHE 344L. (CHE 343, Fall, Summer; CHE 344, Spring, Summer)

343L, 344L Organic Chemistry Laboratory (1) (1)

Three hour laboratory to be taken concurrently with CHE 343, 344. (Special fee)

352 Biochemistry I (3)

Molecular structures in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics with an emphasis on the chemical descriptions of these processes. Cross-listed as Biology 352. Prerequisite: grade of C or better in Chemistry 343. Corequisite: CHE 352L (Fall, Spring)

352L Biochemistry I Laboratory (1)

A laboratory course to complement CHE 352. It will introduce the student to biochemical laboratory techniques such as protein, nucleic acid, and lipid isolation and characterization, PCR, extraction, enzyme assays, and chromatography. Corequisite: CHE 352. Prerequisites: CHE 343, 343L. (Special fee) (Fall, Spring)

353 Biochemistry II (3)

Photosynthesis, lipids, amino acids and nucleoside metabolism, gene expression and replication. Prerequisite: CHE 352. (Spring)

354 Thermodynamics (3)

Basic concepts in thermodynamics including the laws of thermodynamics, enthalpy and entropy. Includes topics in statistical thermodynamics and review of appropriate math concepts. Prerequisites: PHY 202 or PHY 212 and MAT 212. (Also PHY 354) (Occasional offering)

355 Introduction to Quantum Mechanics (3)

Principles of quantum mechanics including the Schrodinger equation, the Heisenberg principle and eigenvalues with applications to the harmonic oscillator and hydrogen-like atoms. Includes review of appropriate math concepts. Prerequisites: Chemistry 112, Physics 212 or 202, Mathematics 211. (Also PHY 355) (Spring)

356, 357 Physical Chemistry (3) (3)

Quantitative study of chemical principles: quantum mechanics, spectroscopy, statistical mechanics, thermodynamics, kinetics, structure of matter. Prerequisite: grade of C or better in Physics 212 or 202, Mathematics 212 or equivalent. (Also PHY 356, 357) (CHE/PHY 356 Fall; CHE/PHY 357 Spring)

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria, kinetics, thermodynamics and spectroscopic methods; one four-hour laboratory weekly. (Special fee) (Also PHY 366) (Spring)

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. 2-hour lecture and two 3-hour laboratory periods per week. Prerequisite: Chemistry 321 and 356. (Special fee) (Spring)

447 Advanced Organic Chemistry (3)

Advanced topics in organic chemistry such as syntheses, reaction mechanisms, spectroscopy, and qualitative-organic analysis. Prerequisite: Chemistry 344. (Alternate years, Spring)

460 Inorganic Chemistry (3)

Senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356 or permission of Department Chair. (Alternate years, Spring)

490 Senior Seminar (2)

This is the senior capstone course where students will investigate and research a topic of interest to them. Techniques of researching the literature, stages of re-

port writing, and oral presentation within the discipline will be addressed. Professional presentations and resumes will also be covered. (Spring)

259, 359, 459 Independent Research (1-3)

Opportunity for off campus 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 towards major. (Fall, Spring, Summer)

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 for 6 credits counted towards major. (Fall, Spring, Summer)

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, 343, 343L, 344, 344L; 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.

Physics Minor

The Physics minor (minimum of 20 cr) is designed for chemistry majors, mathematics and computer science majors, pre-engineering students, and others with

the appropriate mathematics background. The physics minor includes two semesters of university physics (preferable) or college physics with labs and 12 credits of physics above 300 level (excluding PHY 300). Chemistry majors electing to minor in physics may not count physical chemistry as credit toward both the major and the minor. A minimum grade of C is required in all minor courses.

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.

110 Preparatory Physics (3)

Preliminary work for students who need additional preparation before taking PHY 201 or PHY 211. CR/NC option only. Credit does not count toward major or minor.

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) (Fall, Spring)

199 Astronomy (3)

General introductory course for the non-science major. Topics include observational astronomy, the nature of the sun and stars, exploration of planets, structure of the Milky Way galaxy, evolution of the universe and current theories of quasars and black holes. (Occasional offering)

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: Grade of C or better in MAT 110 or equivalent, and satisfactory score on PHY assessment test (can be taken as much as 1 year before taking course); recommended: MAT 211, PHY 201 and 201L must be taken concurrently, also PHY 202 and 202L. Prerequisite for PHY 202: grade of C or better in PHY 201, 201L. (Special fee) (PHY 201, Fall; PHY 202, Spring)

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 laboratory. PHY 211 and 211L must be taken concurrently,

also PHY 212, 212L; Prerequisite: Grade of C or better in MAT 211 or equivalent, and satisfactory score on PHY placement test (can be taken as much as 1 year before taking course). Prerequisite for PHY 212: PHY 211, 211L. (Special fee) (PHY 211, Fall; PHY 212, Spring)

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. (Occasional offering)

313 Statics (3)

Principles of statics, rigid body equilibrium, trusses, frames, machines, friction, moments of inertia. Prerequisites: PHY 211, MAT 211. (Occasional offering)

354 Thermodynamics (3)

Basic concepts in thermodynamics including the laws of thermodynamics, enthalpy and entropy. Includes topics in statistical thermodynamics and review of appropriate math concepts. Prerequisites: PHY 202 or PHY 212 and MAT 212. (Also CHE 354) (Occasional offering)

355 Introduction to Quantum Mechanics (3)

Principles of quantum mechanics including the Schrodinger equation, the Heisenberg principle and eigenvalues with applications to the harmonic oscillator and hydrogen-like atoms. Includes review of appropriate math concepts. Prerequisites: Chemistry 112, Physics 212 or 202, Mathematics 211. (Also CHE 355) (Spring)

356, 357 Physical Chemistry (3) (3)

Quantitative study of chemical principles: quantum mechanics, spectroscopy, statistical mechanics, thermodynamics, kinetics, structure of matter. Prerequisite: Physics 212 or 202, Mathematics 212 or equivalent. (Also CHE 356, 357) (PHY/CHE 356 Fall; PHY/CHE 357 Spring)

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria, kinetics, thermodynamics and spectroscopic methods; one four-hour laboratory weekly. (Special fee) (Also CHE 366) (Spring)

395, 495 Research (1-3) (1-3)

Investigation of an original research problem of special interest to the student. Independent execution of chosen experimental work under the direction of a selected faculty member. (Special fee). May be repeated for a maximum of 6 credits. (Fall, Spring, Summer)

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. (Also MAT 414) (Occasional offering)

DEPARTMENT OF PSYCHOLOGY

Lenore T. Szuchman, Ph.D., Acting Chair

Faculty: Burns, Jones, Koncsol, Muscarella, Perry, Peterson C. Starratt, G. Starratt, Shine,

MISSION OF THE DEPARTMENT

The goals of the Department of Psychology are derived from the mission of the university. Grounded in the tradition of the liberal arts, the study of psychology offers students the opportunity to engage in scientific inquiry into human thought, emotion and behavior. The study of scientific psychology develops the ability to think critically, formulate important questions, and discover meaningful answers. Students learn to apply their skills and knowledge to solve individual, interpersonal and societal problems with sensitivity to diversity and awareness of their own values.

PSYCHOLOGY (B.S.)

The mission of the undergraduate major in psychology is to prepare students to be thoughtful and contributing citizens of the world. Psychology majors will be prepared to embark upon a career or enter into a post-baccalaureate course of study. They will learn to use knowledge and skills from the field of psychology to contemplate, assess and act upon the competing messages, values, and demands that occur in their everyday lives.

LEARNING OBJECTIVES

Courses in the psychology major are designed to help students develop an appreciation of the field as an area of study. Students who successfully complete the major will have:

1. demonstrated familiarity with the methods of inquiry used by psychologists
2. acquired a knowledge of major psychological concepts and research outcomes
3. developed ability to read and think critically about concepts, theories and research in psychology
4. demonstrated the oral skills and the writing skills to communicate clearly about psychological material using the style of the American Psychological Association
5. demonstrated their ability to analyze situations using psychological concepts
6. developed increased respect for human unity and diversity
7. demonstrated the ability to apply the ethical principals of psychologists both personally and through socially responsible behaviors.
8. acquired comprehension of the range of career possibilities with training in psychology
9. developed the ability to use library resources and technology to gather information and solve problems in the field.

The psychology major requires the completion of 42 credits. The required courses include PSY 281, 320, 325, 332, 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. Prerequisite: PSY 281. (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. Prerequisite: PSY 281. (Fall or Spring)

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. Prerequisite: PSY 281. (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. Prerequisite: PSY 281. (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. Prerequisite: PSY 281. (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) and PSY 281. (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. Prerequisite: PSY 281. (Fall)

325 Theories of Personality (3)

Survey of theoretical approaches to the study of personality, from Freudian theory to contemporary theories. Prerequisite: PSY 281. (Fall, Spring)

332 Research Design and Analysis in Psychology (3)

Introduction to analytical research designs and statistical analyses in the context of meaningful experimental situations in the field of psychology. Prerequisite: MAT 152 and PSY 281 (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, PSY 281, and PSY 332. (Fall, Spring)

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. Prerequisite: PSY 281. (Spring)

343 Introduction to Perception (3)

Survey of contemporary issues in the area of perception and of the theories offered to explain perceptual phenomena. Prerequisite: PSY 281. (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. Prerequisite: PSY 281. (Fall or Spring)

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. Prerequisite: PSY 281. (Fall, Spring, Summer)

413 Abnormal Psychology (3)

Theories of abnormal behavior, pathological syndromes, methods of treatment, and prevention. Prerequisite: PSY 325. (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. Prerequisite: PSY 281. (Occasional offering)

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. Prerequisite: PSY 281. (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. Prerequisite: PSY 281. (Occasional offering)

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. Prerequisite: PSY 281. (Occasional offering)

449 Adolescent Psychology (3)

Consideration of the physical, intellectual, social, and emotional processes occurring during the adolescent years.

Prerequisite: PSY 281. (Occasional offering)

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. Prerequisite: PSY 281. (Spring)

494 Substance Abuse (3)

Consideration of habituating and addicting drugs, including alcohol, and their effects upon society. Prerequisite: PSY 281. (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.

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 305 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.

CRM 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 of femininity. Crosscultural and historical analyses are included.

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 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. Prerequisite: PSY 281.

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 325 Feminist Perspectives in Ethics (03)

Exploration of some of the key insights that the feminist thinking of writers such as Margaret Farley, Nel Noddings, Lisa Cahill, Karen Lebacqz, and Sahron Welsch, have provided and provoked in the examination and practice of the moral life.

THE 360 Women in the Church (3)

Investigation of the role of women in the Christian scriptures and history of the Church.

THE 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.

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

Karen Callaghan, Ph.D., Chair

Faculty: Caro, Esposito, Grizzle, Konczal

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 institutionalised 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.

The major in Sociology requires a minimum of 39 credit hours. Students must earn a minimum grade of C in all major area courses and in MAT 152, which is the required general education mathematics course. To assure that the major area learning goals are achieved, the sociology curriculum is organized according to the following themes. Students must complete the Core Courses (15 credit hours) and a minimum of at least one course from each of the theme areas.

Core Courses (15 credit hours):

SOC 201	Introduction to Sociology
SOC 370	Social Psychology
SOC 409	Research Methodology
SOC 423	Sociological Theory
SOC 487	Senior Seminar

Specialized Theme Courses (minimum of 3 credit hours from each area for a total minimum of 12 credit hours):

- I. Cultural Courses {These courses address problems/issues regarding belief/value systems, folkways/mores, and world-views that underpin human action and legitimate social arrangements.}

SOC 306	Sociology of Art
SOC 320	Sociology of Law
SOC 349	Sociology of Religion
- II. Organizational Courses {These courses address problems/issues regarding formal and informal patterns of goal attainment with special emphasis on the utilization of resources, materials, and technology.}

SOC 317	Sociology of Work
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III. Social Psychological Courses {These courses address problems/issues regarding self-development and the relationship between the individual and society.}

- SOC 246 Marriage and the Family
- SOC 332 Drugs and Society
- SOC 404 Ethical Issues in Social Science Research

IV. Distributive Courses {These courses address problems/issues regarding social differentiation and social inequalities.}

- SOC 307 Race and Ethnicity
- SOC 372 Social Stratification
- SOC 394 The World in America

Elective Sociology Courses can be selected from the theme courses noted above and from the following comprehensive courses:

- SOC 200 Perspective Consciousness and Social Justice
- SOC 204 Social Problems
- SOC 359 Independent Study
- SOC 410 Theories of Deviance
- SOC 426 Sociology of Violence
- SOC 455 Sociology of the Family
- SOC 499 Internship

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

200 Perspective Consciousness and Social Justice (3)

The course focuses on “perspective consciousness,” that is 1) realizing that values, beliefs, and world-views are socially constructed; 2) understanding the importance of finding one’s “own voice,” of analyzing one’s own thinking and the thinking of others, and of dealing with dissonance; and 3) understanding the importance of praxis – to reflect and to act upon the world in order to transform it. Critical interrogation of several key social institutions and cultural dynamics; analysis of contradictions between dominant ideological or mythical claims and everyday social practices and experiences are also included. The conceptual and practical skills necessary to 1) challenge the perspective that difference and diversity must be controlled by exclusion, discrimination and, inequality, and 2) create and participate in democratic institutions and organizations based on social justice and equality are

also covered. Enrollment is limited to majors in the School of Arts and Sciences.

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 behaviour. 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 theatre.

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. Prerequisite: SOC 201 or SOC 204.

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. Prerequisite: three hours in social science courses or permission of the Department Chair.

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. Pre-

requisites: SOC 201 or CRM 200; one additional SOC or CRM course; MAT 152; juniors and seniors only; or permission of the Department Chair.

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. Prerequisites: CRM 200 or SOC 201 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-functionalism, conflict theory, and symbolic interaction. Prerequisites: SOC 201 or CRM 200 and one additional SOC or CRM course; juniors and seniors only.

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. Prerequisites: SOC 201 or CRM 200 and one additional SOC or CRM course or permission of the Department Chair.

455 Sociology of the Family (3)

An advanced course on sociology of the family, with emphasis on the contemporary American Experience. Major theoretical perspectives on the purpose, function, and interdependent nature of the family are reviewed. Analysis also focuses on the diversity of family experiences as shaped by gender, social class, race-ethnic identity, and age, as well as on issues relating to the household division of labor, employment, parenting, sexuality, marriage and power. The majority of course topics are examined in terms of contemporary debates regarding the stability of family life and on the legislation and public policies that have been developed to address these problems. Prerequisite: SOC 201 or SOC 246 or permission of Department Chair.

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 includes 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

In addition, criminology majors must complete MAT 152 Elementary Probability and Statistics. Students must earn a grade of C or higher in MAT 152 and all SOC and CRM 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
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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. Prerequisite: CRM 200 or permission of Department Chair.

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. Prerequisite: CRM 200 or SOC 201 or permission of Department Chair.

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.

ENVIRONMENTAL STUDIES (B.A.)

The Environmental Studies degree involves the study of the interdependence between human action and all life systems of our planet. Interdisciplinary perspectives from the social sciences, humanities, and the natural and physical sciences are used to understand the impact of legal, social, economic, historical, scientific, and ethical decisions on human and environmental development and sustainability. The role of social and political institutions and organizations is studied in detail, with emphasis on the dynamics of developing and implementing environmental law and policy. The philosophy of the Barry program is that social justice and environmental justice are inextricably linked. To that end the program recognizes the sacredness of the earth and the fragility of its ecosystems, and reflects a commitment to the healing of our planet by fostering right relationships and by confronting the destruction of life systems.

The B.A. in Environmental Studies requires the following; students must earn at least a "C" grade in all the specific courses listed below:

General Education (52 credit hours):

General Education courses are stipulated by the School of Arts and Sciences. Environmental Studies majors complete the following two courses as part of the 52 credit hours:

MAT 152	Elementary Probability and Statistics	(03)
BIO 122	Biological Foundations	(04)

Major Area Courses (73 credit hours):

BIO 112	Botany	(04)
BIO 116	Zoology	(04)
BIO 260	Biodiversity of Ecosystems	(03)
BIO 312	Ecology	(04)
BIO 360	Dynamics of Restoration Ecology	(03)
CHE 111	General Chemistry I	(04)
CHE 209	Environmental Chemistry	(03)
ECO 201	Introductory Macroeconomics	(03)
ECO 202	Introductory Microeconomics	(03)

ENG 444	Business Research, Writing and Editing	(03)
EVS 310	Environmental Movements	(03)
EVS 430	Environmental Crime and Law	(03)
EVS 450	Environmental Policy and Management	(03)
EVS 490	Case Studies in Environmental Issues	(03)
GEO 301	World Environments	(03)
GEO 307	Physical Geography	(03)
GEO 308	United States Geography	(03)
PHI 292	Ethics	(03)
PHI 354	Environmental Ethics	(03)
POS 202	State and Local Government	(03)
POS 406	Political Economy of Development	(03)
POS 429	Public Policy and Administration	(03)
SOC 409	Research Methodology	(03)

Capstone (1-30 credit hours)

A final capstone/integrative experience appropriate to the student's interests and program of study integrates the theoretical and practical aspects of the field are required. The experience may be 1 to 30 credits and must be approved by the academic advisor and the department chair.

BIO 295	Research	(01-12)
BIO 395	Research	(01-12)
BIO 495	Research	(01-12)
BIO 420	Marine Field Study	(15-30)
BIO 465	Ecological Field Study	(10-15)
CHE 295	Research	(01-03)
CHE 395	Research	(01-03)
CHE 495	Research	(01-03)
____ 359	Independent Study	(01-03)
____ 459	Independent Study	(01-03)
____ 499	Internship	(03-12)

Course Descriptions— Environmental Studies Prefix: EVS

EVS 310 Environmental Movements (03)

Study of communities and how individuals have constructed social meaning in order to understand what role the environment plays or can play in our lives. The relationship between changing attitudes toward natural resources and environmental policy in the United States.

EVS 430 Environmental Crime and Law

This course considers definitions of “environmental justice” in order to determine how well the established justice system lends itself to addressing critical environmental questions. Study legal disputes, public controversies, enforcement issues and sanctions for violators – all revolving around environmental questions and the ability of the criminal justice system to provide redress. Pre-requisite: EVS 310.

EVS 450 Environmental Policy and Management (03)

Examination of the distribution of responsibility for the formulation and execution of environmental policy in the United States. The role of Science, the regulated community, and the public in environmental decision-making. Alternative regulatory and institutional frameworks will also be considered. Pre-requisites: POS 429 & EVS 310.

EVS 490 Case Studies in Environmental Issues (03)

Study of topics of current importance using cases to organize and integrate knowledge and modes of thought. Pre-requisites: EVS 310, EVS 430, EVS 450, PHI 354, POS 429.

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Fr. Mark E. Wedig, O.P., Ph.D., Chair

Faculty: Austin, Cantens, Cassini, SFairbanks, SJFairbanks, Gonzalez, Hennessy, Iozzio, Koperski, Latkovich, Madden, Marill, Markey, O'Grady, Sause, Sunshine, Uritus, Vizcaino, Wedig

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

THEOLOGY (B.A.)

The academic study of theology is essential to a complete education. With this conviction as the basis for its mission, the purpose of the undergraduate theology program is to offer courses necessary for distribution that fulfil the requirements of general education for the undergraduate degree programs as well as to provide courses necessary for the major and minor in theology.

Major and Minor in Theology

- To acquire a foundation in Christian thought and practice through biblical, historical, comparative, systematic, liturgical, moral, and spiritual theology
- To prepare students for graduate study in theology
- To prepare students to teach their disciplines in Catholic and other private secondary schools
- To prepare students for other professional education

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. General Education
 - 201 Theology: Faith, Beliefs, and Traditions
- II. Biblical Hermeneutics and Theology
 - 108 Introduction to the Old Testament
 - 309 Judeo-Christian Scriptures
 - 321 The New Testament as Christian Scripture
 - 362 Women in the New Testament
 - 431 Jesus in the Gospels
 - 432 Prophetic and Wisdom Writings
 - 495 Topics in Biblical Hermeneutics and Theology
- III. Historical and Comparative Theology
 - 103 World Religions: Religious Experiences of Humankind
 - 231 Judaism
 - 303 Comparative Religion
 - 304 Theology Through Film
 - 306 Dynamics of Faith, Beliefs and Theology
 - 331 Christianity & Culture
 - 334 History of Christianity I
 - 335 History of Christianity II
 - 360 Women in the Church
 - 370 Protestantism
 - 496 Topics in Historical and Comparative Theology
- IV. Systematic and Liturgical Theology
 - 191 Judeo-Christian Doctrine
 - 307 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
- V. Moral and Spiritual Theology
 - 311 Sexuality, Sex and Morality
 - 312 Freedom and Virtue
 - 315 Christian Spirituality and Prayer
 - 325 Feminist Ethics
 - 327 Peace and Justice
 - 353 Bioethics
 - 372 Marriage and Family
 - 438 Catholic Social Teaching
 - 498 Topics in Moral and Spiritual Theology
- VI. Methodology
 - 411 Theological Methods

Course Descriptions— Theology Prefix: THE

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.

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.

201 Theology: Faith, Beliefs and Traditions (3)

A study of spirituality, religion, faith and theology as significant dimensions of all human life. Particular attention will be given to the anthropological origins of the human desire for spirituality expressed religions. Beliefs and traditions will be studied coming in particular from Judaic origins and finding its expressions in Christianity especially Catholic beliefs and traditions. This course fulfills a general education requirement for the School of Arts and Sciences and is the required first course for these purposes.

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.

304 Theology Through Film (3)

An analysis of works of noted film directors/screenwriters (Ingmar Bergman, Woody Allen, Denys Arcand, Jack Gold, Lawrence Kasdan, Stuart Rosenberg, Brian Moor, Fraser Heston) and how their respective films provide interpretative frameworks for those perennial issues that have their parallel themes in religion: suffering, alienation, human fulfillment (salvation), mystery, morality (goodness, evil, human perfection), redemption, trust, and affinity for the Divine.

306 Dynamics of Faith, Beliefs and Theology

This course will explore some fundamental theological concepts, including faith, doubt, belief, doctrine, symbol, evil, sin, ethics and morality. Furthermore the course will explore particular theological beliefs in relationship to culture. It will study and evaluate how these ideas and beliefs are treated in systematic theology and in other contemporary classic sources.

307 Christology (03)

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

325 Feminist Perspectives in Ethics (3)

An introduction to the theological and moral challenges that the key insights of feminist thinking have raised in academic, social, and church institutions. The critical reading of primary sources of the feminist critique will increase awareness of the oppression of women and the prevalence of patriarchal structures that have traditionally supported that oppression. The importance of an ongoing search for normative standards of morality will be juxtaposed with the multi-contextualized norms in the experiences of women. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

331 Christianity and Culture (3)

This course examines the fundamental relation of the Catholic faith and cultural pluralism. It reviews the historical response of the church to culture and faith issues. It looks at the contemporary experience from a global perspective as well as in the U.S. context. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 201

353 Bioethics

An examination of the fundamental theological claims that provide the foundations of ethical decisionmaking and standards of evaluation in healthcare. Claims concerning the gifts of creation and the givenness of hu-

man life from the hands of a Creator of God instigate discussions of medical interventions into matters, for example, of access to healthcare, reproduction, chronic and critical care, genetic manipulations, and end of life care. Innocent suffering, in particular, will be considered one of the more compelling issues arising from specifically theological perspectives that challenge high technological medical interventions.

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. Prerequisite: THE 201

372 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.

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. Prerequisite: THE 201

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. Prerequisite: THE 201

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. Prerequisite: THE 309

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. Prerequisite: THE 327

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 (B.A.)

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, the 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 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 purpose of the undergraduate philosophy program is to offer courses necessary for distribution that fulfil the requirements of general education for the undergraduate degree programs as well as to provide courses necessary for the major or minor in philosophy.

Major and Minor in Philosophy

- To provide a foundation in philosophy through critical thinking and logic, philosophical issues and problems, the history of philosophy, and ethics
- To prepare students for graduate study in philosophy
- To help students understand the philosophical underpinnings of all academic disciplines
- To prepare students for the professional use of analytical and problem-solving skills

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. Prerequisite: PHI 154

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. Prerequisite: PHI 155

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 (3)

Investigation, in the light of philosophical analysis, concerning numerous ethical issues that arise in the medical, nursing, and allied health professions as well as in the biological and behavioral sciences. Topics, chosen at the discretion of the instructor, may include for example: human experimentation; genetic engineering and manipulations; reproductive technologies; ecological and environment ethics; death and dying; health care delivery; population ethics; clinical setting and interaction; mental health; geriatrics; and communicative diseases.

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.

460 Philosophical Classics (3)

Examination of the basic writings of an individual philosopher, of a school of philosophers, or of philosophers of an historical period.

487 Seminar (03)

Research and discussion on selected topics under direction of instructor.

D. INEZ ANDREAS SCHOOL OF BUSINESS

Jack Scarborough, Dean

Martine Duchatelet, Associate Dean for Faculty

Anne Fiedler, Associate Dean for Students

Faculty: Broihahn, Burroughs, Clotey, Cruz, Daghestani, Dalmadge, Garcia, Hervitz, Hudack, Lash, Lennon, McGee, Morrell, Nickerson, O'Leary, Payne, Rarick, Sharland, Tejada, Teng, Tyler, Winter, Wong

MISSION

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

Uniqueness

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

Aspiration

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

THE BACHELOR OF SCIENCE DEGREE PROGRAM

After completion of all business and elective requirements of the program leading to the Bachelor of Science 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. Specific goals of the program include:

1. To instill a thorough understanding of the basic foundations of business — accounting, economics, behavioral science, and quantitative methods, and the basic functions — marketing, operations and finance.
2. To teach and exercise essential business skills including communications, research, quantitative analysis, teamwork, and use of information technology.
3. To provide in-depth knowledge of a chosen discipline, or international business.
4. To instill a strong sense of global awareness.
5. To instill an entrepreneurial attitude.
6. To instill a strong sense of service and responsibility to the community and ensure that students understand that ethical, socially responsible business is good business.

Class Attendance Policy

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.

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 business course work (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 business 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).

Transfer Credits

Lower division, including community or junior college, business courses may be accepted in transfer only at the 100 or 200 level. Upper division courses may be transferred as 300- or 400-level courses with the approval of the Associate Dean for Students.

Internships and Study Abroad

Susana Fernandez, Coordinator

Internships and study abroad programs offered by the School of Business, including BUS 441, 442 and 443, are open to all Barry students.

Degree Requirements:

1. University Distribution 45 credits Including ~~co~~requisites

MAT 108	Precalculus Mathematics for Business	(3)
MAT 152	Elementary Probability and Statistics	(3)
ECO 201	Introductory Macroeconomics	(3)
PHI 292	Ethics	(3)

Note: Corequisites must be completed with a grade of C or better.

2. Business Core 42 credits

BUS 181	Introduction to Business	(3)
ACC 201	Financial Accounting	(3)
ACC 202	Managerial Accounting	(3)
ECO 202	Introductory Microeconomics	(3)
MIS 215	Introduction to Information Systems	(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)
FIN 319	Financial Management I	(3)
BUS 366	International Business	(3)
BUS 498	Strategic Management	(3)
One three-hour Business elective		(3)

3. General Electives 15 credits Including corequisite

- CAT 102 Basic Computer Applications (3)
This course 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.

Note: All School Of Business Students must complete ORI 100 and ORI 300.

4. Majors

a. Accounting:

- 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)

b. Economics/Finance:

- ECO 301 Intermediate Macroeconomics (3)
ECO 302 Intermediate Microeconomics (3)
ECO 326 International Economics (3)
ECO 441 Econometrics (3)
FIN 316 Financial Markets and Institutions (3)
FIN 419 Financial Management II (3)
FIN 427 International Finance (3)
FIN 452 Global Investments (3)
FIN 490 Senior Seminar in Economics and Finance (3)

Total Hours: 27

The following course is a mandatory co-requisite for this concentration

- MAT 210 Calculus with Applications (3)

c. Electronic Commerce

- MIS 330 Fundamentals of Web Site Development (3)
MIS 333 Database Design and Management (3)
MIS 344 Systems Analysis and Design (3)
MIS 410 Telecommunications and Networks (3)
MIS 440 Electronic Commerce (3)
MKT 326 Internet Marketing (3)
MKT 321 Fundamentals of Direct Marketing (3)
MKT 385 Consumer Behavior (3)
MKT 386 Sales Promotion, Advertising and Personal Selling (3)
MKT 466 Business-to-Business and International Marketing (3)

Total Hours: 27

Note: Students will take nine of these ten courses. This choice will be decided on an individual basis, in consultation with the academic advisor.

d. International Business:

- ECO 426 International Economics (3)
FIN 427 International Finance (3)
MKT 466 International Marketing (3)
MGT 336 Cross-Cultural Management (3)
BUS 341/441 International Internship* (3)
BUS 342/442 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) Barry students changing the major into International Business must have a GPA of 3.0 or better; transfer students must have a GPA of 2.7 or better.

e. Management:

- MGT 336 Cross-Cultural Management (3)
MGT 352 Human Resources Management (3)
MGT 355 Conflict & Negotiation (3)
MGT 409 Organizational Communication (3)
MGT 420 Leadership (3)
MGT 428 Entrepreneurship (3)

Total Hours: 18

f. Management Information Systems:

- 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

g. Marketing:

- 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 for Students, School of Business)**

Corequisites: MAT 152, CAT 102

BUS 181	Introduction to Business	(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 for Students of the School of Business

**Minor in Economics
(21 credits; approval of Associate Dean for Students, 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 for Students, 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 Management (21 credits; approval of Associate Dean for Students, School of Business)

BUS 181	Introduction to Business	(3)
MGT 305	Organizational Behavior	(3)
MGT 352	Human Resources Management	(3)
MGT 355	Conflict & Negotiation	(3)
MGT 409	Organizational Communication	(3)
MGT 420	Leadership	(3)
MGT 428	Entrepreneurship	(3)

Total Hours: 21

Minor in Management Information Systems (21 credits; approval of Associate Dean for Students, School of Business)

Prerequisite: CAT 102

MIS 215	Introduction to Information Systems	(3)
MIS 201	Computer Programming I	(3)
MIS 220	Fundamentals of System Technology	(3)
MIS 333	Database Management and Design	(3)
MIS 344	Structured System Analysis and Design	(3)
MIS 400	Management of Information Systems	(3)
MIS 420	System Implementation	(3)

MIS 312 and 410 cannot be taken as part of the MIS minor.

**Minor in Marketing
(21 credits; approval of Associate Dean for Students, 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 for Students, 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.

Graduate Credits

Undergraduate business majors in their final semester with a grade point average of 3.5 or above may be authorized by the dean to register for up to six graduate credits while completing their undergraduate re-

quirements. The graduate course selection is limited to MBA 682 and/or MBA 646. Neither admission to nor successful completion of these courses should be construed as admission to the graduate program.

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-order 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)

This course investigates accounting and system concepts; demonstrates how accounting information is recorded, summarized, and reported in automated systems; describes system development and related technology; and emphasizes internal control features necessary to produce accurate and reliable accounting data. Prerequisites: CAT 102, MIS 215, ACC 335.

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 Introduction to Business (3)

This course is open to all Barry University students who want to understand what business is, what it does, and its role in society. The purpose of this course is threefold: 1) to introduce students to the academic opportunities and activities offered by the Andreas School of Business as well as to its professors; 2) to help students to develop the cognitive skills they need to understand the principles and mechanics that regulate everyday business life; and 3) to prepare students to deal effectively with the challenges of contemporary life, including issues in the business-society relationship, its history, world events, economic 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 inform business decision-makers. Topics include decision making, sampling, forecasting, analysis of variance, multiple regression, 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.

342/442 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.

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.

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 "big picture" perspective, the student addresses strategy formulation and implementation in a volatile business environment. The case method of instruction is actively used. Prerequisite: senior standing. This course should be taken in the last semester before graduation.

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 Economics 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.

326 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.

341/441 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.

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.

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.

490 Senior Seminar in Economics and Finance (3)

A capstone course for Economics and Finance majors. The course presents advanced topics in economics and finance in a seminar format. Topics reflect faculty expertise in the fields of specialization in economics and finance, and may include industrial organization, economic development in Latin America, asset pricing models, and enterprise-wide risk management. Students are required to prepare and present a research project under the supervision of a faculty member. Prerequisites: ECO 301, 302, FIN 316, 319. Corequisites: ECO 441, FIN 419, and senior standing.

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)

This course focuses on the design, management and continuous improvement of *operations processes*, that is, the processes used to produce goods and services. Both manufacturing and service operations will be studied. 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 personnel-related issues involved in effective management of his/her employees. Topic areas discussed include human resource planning, recruitment, selection, training/development, Equal Employment Opportunity laws and their application, performance evaluation, quality of work life and labor management relations. Prerequisite: MGT 305.

355 Conflict and Negotiation (3)

This course, open to all Barry students, is intended to help develop negotiating skills critical to success in any career. Negotiating is a fact of life; everyone negotiates something every day, frequently without realizing it. Negotiation is, nonetheless, often misunderstood and poorly performed. This course is designed to develop your skills in: recognizing and analyzing situations that call for negotiating (launching a new venture, obtaining a promotion, buying real estate, etc.), preparing for and then conducting the negotiation. We employ a highly interactive, and enjoyable approach involving case studies, role plays, and simulations. Learn the secrets of expert negotiators and have fun doing it.

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 manager. Effective communication skills will be developed by exposing students to the human considerations of their message. Developing the "you-attitude", resume preparation, electronic message, creative usage of graphics, and report writing are major areas of focus in this course. Prerequisite: MGT 305, Senior Status.

420 Leadership (3)

This course is intended to help develop the "social intelligence" critical to success in any career. Personal effectiveness in practically all organizations requires

the ability to mobilize vital support from a diverse set of interdependent stakeholders, including peers, superiors, subordinates and outsiders, over which you may have little authority, in order to achieve your objectives. This highly interactive course is designed to develop your skills in recognizing and analyzing situations requiring social intelligence, developing adequate power bases, and influencing others. Improve your responsibly utilize organizational power and influence – in an exciting and enjoyable manner. Prerequisite: MGT 305.

427 Managerial Decision Making (3)

Separates the processes that benefit from experience and from current research. Reveals the multitude of biases that bend our judgment. Uses the Creative Problem Solving model to enhance decision-making skill. The impact of cultural background is introduced as well as an international perspective on the different decision-making and negotiating processes that are prevalent in different societies. Prerequisites: BUS 311, MGT 305.

428 Entrepreneurship

This course examines the nature of entrepreneurship from the perspective of a start-up as well as an established enterprise. Students will consider marketing, management, operations, and financial implications in the development of a business plan. Student learning will be enhanced through real world examples and experiences. 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 microcomputers 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 (Corequisite if not already taken.)

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.

330 Fundamentals of Web Site Development (3)

The objective of this course is to explore and develop the skills needed to utilize current technology related to the development of commercial Internet Web sites. Current programming tools and languages such as HTML, Perl, Java, C++, and Visual Basic would be employed. Also, modern database management systems such as Oracle, SQL Server, and Access would be integrated in these activities. Integrated development platforms such as Front Page, and Hot Dog would be explored as well. New technologies and new implementations such as dynamic HTML, SHTML, would be considered if appropriate. Prerequisite: MIS 215.

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.

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 215, MIS 333.

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, senior standing.

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.

440 Electronic Commerce (3)

This course examines current technology related to conducting commercial activities through electronic means. The Internet, Intranets, public databases, semi-private networks, and other telecommunications vehicles will be considered. Commercial Web page design and implementation will be prominently featured, along with tie-ins to more traditional means of conducting commerce using electronic computer-based technology. Prerequisite: MIS 215.

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.

321 Fundamentals of Direct Marketing (3)

An Examination of the concepts, strategies and applications involved in direct marketing, including mail order and direct response advertising. Measurability, accountability, lists, data and the integration of direct marketing programs into the total marketing efforts and overall organizational goals and functions are discussed. Prerequisites: MKT 306, CAT 102.

326 Internet Marketing (3)

This course is designed to expose the student to the myriad of ways in which basic business functions can be enhanced through information technology. The primary areas of emphasis will be marketing and the "Information Superhighway" as represented by the many elements comprising the Internet. These elements include such issues as internet tools and technology, Web site development, product and pricing strategies, distribution and direct marketing, marketing communications, and relationship marketing strategies. Prerequisites: CAT 102

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: Blake, Brandford, Booth, Browne, Buria, Byrd, Choate, Conde, Daniels, Dezek, DiBello, DiMarko, Doran, Duffy, Eeltink, Esnard, Evans, Farrell, Fernandez, Fisher, Flora, Gaffney, Gillig, Giordano, Gray A., Gray, P., Harris-Looby, Harlin, Hatcher, Hubschman, Hutchinson, King, Kolsky, Kopp, Lasky, Lenaghan, Levine, Maldonado, Manner, McArdle, McCrink, Murphy, Paneque, Papier P., Papier V, Pelaez, Perkins, Pittman, Powell, Rendulic, Rice, Roberts, Rodriguez, Romain, Roseman, Rosenblatt, Solli, Sperry, Stallions, Superfisky, Tootle, Tulloss, Tureen, Van Voorhis, Veshinski, Weitman, Wolman, Yeatts

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

PREK-PRIMARY MONTESSORI PROGRAM

The Elementary Education major, a State of Florida approved program, prepares students to teach in Kindergarten through Grade Six.

The Exceptional Student Education major, a State of Florida approved program, prepares students to teach in Exceptional Student Education classes in Kindergarten through Grade Twelve.

The PreK-Primary Education major, a State of Florida approved program, prepares students to teach in Pre-Kindergarten through Grade Three.

The PreK-Primary Montessori major, offered on Barry's main campus, prepares students to teach, not only in regular classrooms, but also in Montessori classrooms, Pre-Kindergarten through Grade Three. Students who complete course and internship requirements will receive teaching certification from the American Montessori Society as well as Florida Certification.

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, through a professional portfolio process, the "Accomplished Practices" (teacher competencies) identified by the State of Florida's Education Standards Commission.

DISTRIBUTION REQUIREMENTS

Theology and Philosophy	9 credits
English (writing, literature, speech)	9 credits
Science (earth, life, physical sciences, with lab)	9 credits
Mathematics (college algebra, geometry)	9 credits
Social sciences (American history, general psychology)	12 credits
Fine Arts	9 credits

These courses meet the general education requirements of Barry University and the requirements of the State of Florida. In some instances, courses will meet requirements in more than one distribution area.

REQUIRED COURSES FOR ELEMENTARY EDUCATION

Major (51 cr.)

ECT 405	Introduction to Computers/Technologies in Education	3 cr.
EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322*	Methods of Teaching Reading	3 cr.
EDU 362*	Teaching Mathematics in the Elementary School	3 cr.
EDU 366*	Teaching Social Studies in the Elementary School	3 cr.
EDU 376	Art in the Elementary School	3 cr.
EDU 377	Teaching Music in the Elementary Schools	3 cr.
EDU 388*	Teaching Science in the Elementary	3 cr.
EDU 414	Classroom Management	3 cr.
EDU 417	Evaluation and Measurement in Education	3 cr.
EDU 435*	The Teaching of Language Arts in Primary/Elementary Education	3 cr.
EDU 441	Primary/Elementary School Curriculum	3 cr.
EDU 466*	Diagnostic Teaching of Reading in the Primary/Elementary Classroom	3 cr.

EDU 499*	Directed Student Teaching (Pre-K/Primary, Elementary, Exceptional Student Education)	12 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
SES 344	Teaching Health, Phy. Ed., Dance in the Primary/Elementary School	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

Prerequisites for student teaching:

EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 322*	Methods of Teaching Reading	3 cr.
EDU 362*	Teaching Mathematics in the Elementary School	3 cr.
EDU 366*	Teaching Social Studies in the Elementary School	3 cr.
EDU 388*	Teaching Science in the Elementary	3 cr.
EDU 435*	The Teaching of Language Arts in Primary/Elementary Education	3 cr.
EDU 466*	Diagnostic Teaching of Reading in the Primary/Elementary Classroom	3 cr.
TSL 406*	Applied Linguistics	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

*Students are required to take these courses at Barry University.

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of the catalog. Students should see their advisor for clarification.

REQUIRED COURSES FOR EXCEPTIONAL STUDENT EDUCATION

Major (57 cr.)

ECT 405	Introduction to Computers/Technologies in Education	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322*	Methods of Teaching Reading	3 cr.
EDU 362*	Teaching Mathematics in the Elementary School	3 cr.
EDU 435*	The Teaching of Language Arts in Primary/Elementary Education	3 cr.
EDU 466*	Diagnostic Teaching of Reading in the Primary/Elementary Classroom	3 cr.
EDU 499*	Directed Student Teaching (Pre-K/Primary, Elementary, Exceptional Student Education)	12 cr.
ESE 410	Educational Management of Students with Exceptionalities	3 cr.
ESE 411	Speech Correction for Children	3 cr.
ESE 414	Transition: Teaching Social, Personal, and Work Skills to students with exceptionalities	3 cr.
ESE 420*	Instructional Strategies for Students with Mental Handicaps	3 cr.
ESE 424*	Instructional Strategies for Students with Learning Disabilities	3 cr.

ESE 428*	Instructional Strategies for Students with Emotional Handicaps	3 cr.
ESE 483	Educational Assessment of Student with Exceptionalities	3 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
ESE 490*	Curriculum Design in Exceptional Student Education	3 cr.
TSL 409*	Cross Cultural Communication and Understanding	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

Professional Preparation

ECT 405	Introduction to Computers/Technologies in Education	3 cr.
EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.

Prerequisites for student teaching:

EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 322*	Methods of Teaching Reading	3 cr.
EDU 362*	Teaching Mathematics in the Elementary School	3 cr.
EDU 435*	The Teaching of Language Arts in Primary/Elementary Education	3 cr.
EDU 466*	Diagnostic Teaching of Reading in the Primary/Elementary Classroom	3 cr.
ESE 410	Educational Management of Students with Exceptionalities	3 cr.
ESE 420*	Instructional Strategies for Students with Mental Handicaps	3 cr.
ESE 424*	Instructional Strategies for Students with Learning Disabilities	3 cr.
ESE 428*	Instructional Strategies for Students with Emotional Handicaps	3 cr.
TSL 406*	Applied Linguistics	3 cr.
TSL 409*	Cross Cultural Communication and Understanding	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

*Students are required to take these courses at Barry University.

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REQUIRED COURSES FOR PREK-PRIMARY EDUCATION

Major (63 cr.) –

ECT 405	Introduction to Computers/Technologies in Education	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322*	Methods of Teaching Reading	3 cr.

EDU 329	Health, Nutrition and Safety Needs of the Young Child	3 cr.
EDU 422	Promoting Family Involvement in Schools	3 cr.
EDU 423	Issues and Practices in School/Community Parental Involvement	3 cr.
EDU 460	Needs of Special Children and Their Families	3 cr.
EDU 493	Child Study Skills for Primary Education	3 cr.
EDU 499*	Directed Student Teaching (Pre-K/Primary, Elementary, Exceptional Student Education)	12 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
EDM 400	Introduction to Early Childhood Education	3 cr.
EDM 401	Developmental Curriculum and Strategies	3 cr.
EDM 402*	Language Arts and Math	3 cr.
EDM 403	Child Growth and Development	3 cr.
EDM 407*	Humanities in the Classroom	3 cr.
EDM 426*	Sciences in the Classroom	3 cr.
EDM 449	Guiding Primary Learning/Classroom Management	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

Prerequisites for student teaching:

EDU 322*	Methods of Teaching Reading	3 cr.
EDU 329	Health, Nutrition and Safety Needs of the Young Child	3 cr.
EDU 422	Promoting Family Involvement in Schools	3 cr.
EDU 460	Needs of Special Children and their Families	3 cr.
EDU 493	Child Study Skills for Primary Education	3 cr.
EDM 400	Introduction to Early Childhood Education	3 cr.
EDM 401	Developmental Curriculum and Strategies	3 cr.
EDM 402*	Language Arts and Math	3 cr.
EDM 407*	Humanities in the Classroom	3 cr.
EDM 426*	Sciences in the Classroom	3 cr.
EDM 449	Guiding Primary Learning/Classroom Management	3 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
TSL 406*	Applied Linguistics	3 cr.
TSL 476*	Methods of Teaching Limited English Proficient (LEP) Students (K-12)	3 cr.

* Students are required to take these courses at Barry University.

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of the catalog. Students should see their advisor for clarification.

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. Students must receive formal program admission to be formally accepted to the School of Education. Transfer students may enroll in education courses for two semesters without having been formally accepted into a teacher education program.

PROGRAM ADMISSION REQUIREMENTS

A student achieves candidacy by:

1. submitting official documentation of passing scores on all four sections of the CLAST
2. completing all distribution requirements with a grade point average of 2.5 or higher
3. earning a C or better in the required English and Mathematics courses

Candidacy applications are available from the student's advisor. Students who are not candidates by the second semester of their junior year may be limited in the number of professional education courses they will be allowed to take.

Students who have received formal Program Admission 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 Department of Education regarding new requirements enacted after the printing of this catalog. In addition, the students should arrange with their advisors to plan a program of study that 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. be fully admitted to the Adrian Dominican School of Education
2. have passed all sections of the CLAST, and have taken all sections of the Florida Teacher Certification Examinations (FTCE) – General Knowledge, Professional and Subject Area examinations.

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 clinically trained 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 Examinations and completing a portfolio documenting fulfillment of the Accomplished Practices is required for a grade in Student Teaching and graduation from the Adrian Dominican School of Education.

LICENSURE/CERTIFICATION INFORMATION

Only students who have completed the requirements for their program will be eligible to receive endorsement for licensure/certification or employment in that area. The student has the sole responsibility to comply with the requirements for licensure and to keep current with changes in licensure and/or certification requirements.

ESOL ENDORSEMENT

Students who complete the degree programs through one of the three State approved certification programs (Elementary, Exceptional Student Education or Pre-Kindergarten/Primary) will be eligible for State ESOL endorsement.

GRADUATION REQUIREMENTS

1. successful completion of graduation requirements for undergraduates as identified in the Academic Information section of this catalog
2. successful completion of the required courses for the Education major
3. a C or better earned in professional education courses and an overall GPA of 2.5
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 K-Grade 6), PreK-Primary (Age 3-Grade 3), or Exceptional Student Education (K-Grade 12) for students who have ordinarily earned an associate's degree from Miami-Dade Community College, Broward Community College, or Florida Keys 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 FKCC
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.

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.

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. Field experience.

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 (3)

Surveys the literature suited to the needs of children and promotes child development through literature.

322 Methods of Teaching Reading (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 (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.

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)

377 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.

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.

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. Prerequisite: EDU 151 and EDU 218.

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 (3)

Emphasizes the role of creating an open school-learning environment through family involvement. Field experience.

423 Issues and Practices in School/Community Parental Involvement (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. Field experience.

435 The Teaching of Language Arts in Primary/Elementary Education (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 (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. Field experience.

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 re-

lates 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.

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.

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 (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 (Pre-K/Primary, Elementary, Exceptional Student Education) (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: Full Program Admission including passing all sections of the CLAST, Senior status, 2.5 GPA, C or better in all required education courses, participation in all sections of the FTCE, and the completion documenting successful mastery of the Accomplished Practices in a professional portfolio. 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 Micro-computing in the Curriculum (3)

Prepares teachers to use microcomputers in the classroom. Strategies and methods for integrating micro-computing 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 (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. Field experience.

401 Developmental Curriculum and Strategies (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 (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 (3)

Explores the philosophy, theory, strategies, programs, and various approaches to early education in light of the views of leading developmental theorists. Field experience.

407 Humanities in the Classroom (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 (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 (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, implemen-

tation, 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.

470 Introduction to Children with Exceptionalities (3)

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

483 Educational Assessment of the Exceptional Child (3)

Introduces formal and informal evaluation techniques and procedures to provide an objective data base for individualized instruction for children with exceptionalities. Students gain experience in designing classroom tests and examine test data to facilitate decision making. 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**

400 Comprehensive ESOL Strategies (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. Field experience.

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. Field experience.

409 Cross Cultural Communication and Understanding (3)

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

411 ESOL Curriculum and Materials Development (3)

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

417 Testing and Evaluation of ESOL (3)

Reviews basic principles of evaluation in order to select, adapt, and/or develop formal and informal assessment instruments appropriate for use with LEP (Limited English Proficient) students; based on the theories, principles, and current research related to second language acquisition.

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

Examines the specifics of teaching English as a second language and identifies major ESOL methodologies and approaches applicable to LEP students in a multilingual/multicultural classroom; based on the theories, principles, and current research related to second language acquisition. Pre-requisite: TSL406. Field experience.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Dean
Gayle Workman, Ph.D., Associate Dean
Neill Miller, M.S., Assistant 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 and Wellness.

The Department of Intercollegiate Athletics (ICA) 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 **Athletic Training**. In addition, a five-year program (ten or eleven semesters) leading to both the Bachelor of Science and Master of Science degrees is offered in **Athletic Training** and in **Exercise Science**. Optional specializations in **Diving Industry Management** and **Golf Industry Management** are available within the **Sport Management** undergraduate major. In addition, courses leading to three distinct minors, one in **Diving Education**, one in **Exercise Science**, and one in **Sport Management**, as well as a teaching endorsement in **Coaching**, are

offered within the department. **Pre-Medicine** and **Pre-Physical Therapy** coursework options can also be supplemented within the Exercise Science and 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 and Wellness offers a variety of recreational activities for students, faculty, and staff. These include intramural sports, extramural sports, club sports, and organized on- and off-campus recreational and fitness/wellness opportunities.

The \$4.5 million Health and Sports Center houses two departments (i.e., ICA and SES) within the School of HPLS and is fully equipped with state-of-the-art equipment in an 1,800 sq. ft. Athletic Training Room and research-oriented 2,100 sq. ft. Human Performance Laboratory, a 780 sq. ft. Biomechanics Laboratory, an arena for basketball and volleyball, a 2,200 sq. ft. Strength and Conditioning Room, classrooms, locker rooms, and offices. There are quality external facilities for baseball, softball, soccer, and tennis. An outdoor pool, a sand volleyball court, a SCUBA dive locker, and an aerobics studio complete the sports complex.

MISSION AND PURPOSE

The School of Human Performance and Leisure Sciences (HPLS) is committed to providing varied educational experiences through its three distinct units:

- **DEPARTMENT OF SPORT & EXERCISE SCIENCE:** (1) by offering quality academic programs that prepare qualified undergraduate majors for sport-related careers in Athletic Training, Exercise Science, Physical Education, and Sport Management; (2) by offering qualified graduate students advanced professional studies in Movement Science as well as in Sport Management; and (3) by providing instructional opportunities for acquiring wellness, fitness, and leisure skills in numerous sport and recreational offerings.
- **DEPARTMENT OF INTERCOLLEGIATE ATHLETICS:** by striving for competitive excellence for men and women in 12 varsity sport offerings while also achieving academic excellence in the classroom.
- **OFFICE OF CAMPUS RECREATION:** by providing students, faculty, staff, and alumni with a broad selection of sport, wellness/fitness, and recreational opportunities.

HPLS is unique in fulfilling the “quality academics dimension” of the university’s mission by engaging all three learning domains (i.e., cognitive, affective, and psychomotor) in the delivery of its various classroom and participation opportunities. The “religious dimension” is acknowledged through an emphasis on ethical modeling in professional practice among faculty, coaches, administrators, and staff. Good sportsmanship, wholesome and clean competition, comradeship among participants and peers, a diverse cultural representation, and equality of opportunity regardless of race, gender, or religious preference also contribute to the recognition of God’s presence in every living being. A “caring environment” is fostered by assuring the academic, physical, and emotional well-being and safety of participants in each program and by providing mentoring, health care and academic support services that will enhance opportunities for success. The administration strongly encourages interested HPLS constituents to engage in leadership and participation opportunities for “community service” and annually recognizes outstanding achievements in this area.

THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Mike Covone, Director of Athletics
Kathy Turpin, Associate Director of Athletics
Jamie Carrig, Assistant Director of Athletics

MISSION AND PURPOSE

The basic purpose of intercollegiate athletics (ICA) is to provide those students who possess outstanding athletic ability an opportunity to excel in amateur competitive sports against like institutions while pursuing the ultimate goal of completing their college degrees. ICA serves as a means by which other students, faculty, staff and alumni of Barry University can be brought together in support of a common rallying point to generate "school spirit" and round-out the concept of creating a typical college campus setting.

ICA satisfies its role within the educational mission of Barry University by complimenting classroom instruction with experiences that allow for:

- a. appreciation of the results of fitness gained through good strength and conditioning programs, as well as proper nutrition, on one's mind and body;
- b. social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations;
- c. opportunities to broaden one's education through travel;
- d. cultural exchange with team members of differing nationalities and ethnic backgrounds.

Each sport program acknowledges the presence of God through wholesome and clean competition, comradeship among participants, good sportsmanship, and equality of opportunity exclusive of one's sex, race, or religious affiliation. A caring environment is provided by assuring the academic, physical, and emotional well-being of our student-athletes through the leadership provided by a well-qualified teaching/professional staff, academic support services, comprehensive health care and coverage, and safe playing and practice conditions.

All athletic activities and events are actively published and promoted to also elicit involvement and support from the community. In return, student-

athletes are encouraged to participate in civic and charitable events. Additionally, ICA serves as a vehicle by which the university extends its presence in the community. Staff, coaches, and student-athletes must therefore display a professional decorum befitting that of very visible community ambassadors for Barry University. Furthermore, the intercollegiate athletics program will be operated within strict adherence to the published rules of the NCAA and the Sunshine State Conference (SSC) in order to assure that the university's status within the community always remains a positive one.

As an NCAA Division II member school, Barry University extends the university's commitment to excellence into an extremely competitive intercollegiate athletics program that 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 and 2001 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 reported IPEDS graduation rate of 64%.

To participate in intercollegiate athletics as an entering freshman with no previous full-time college attendance, the student-athlete must be admitted to Barry University and must meet conference and NCAA eligibility requirements, including certification by the NCAA initial eligibility clearinghouse. These requirements include high school graduation with a minimum cumulative grade-point average of 2.000 (based on a maximum 4.000) in a successfully completed core curriculum of at least 13 academic courses (per NCAA Bylaw 14.3.1), and a combined SAT score of 700 (verbal and math sections) if taken prior to April 1, 1995, or an SAT score of 820 (if taken on or subsequent to April 1, 1995), or a minimum sum score of 68 on the ACT. These required SAT or ACT scores must be achieved under national testing conditions on a na-

tional testing date. The *NCAA Guide to International Academic Standards for Athletics Eligibility* contains the acceptable credentials applicable to foreign academic records that satisfy the graduation and core-curriculum requirements for initial eligibility specified in NCAA Bylaw 14.3.

All transfer students must meet the institution's general admissions requirements, as well as NCAA and Sunshine State Conference transfer rules in order to practice and compete in intercollegiate athletics.

In order to maintain eligibility and continue participation, all student-athletes are required by the NCAA to be in good standing with the university and, as per NCAA Bylaw 14.4, must be making satisfactory progress toward a Baccalaureate degree.

All student athletes must provide proof of adequate health insurance and pass the university's medical clearance examination prior to participation in athletics. If proof of insurance is not presented, the student-athlete will be issued student health insurance through the University and billed accordingly.

Opportunities are provided for students to "try-out" for any of the twelve sports by contacting the appropriate head coach.

Coaching Staff:

MEN'S:

BASEBALL
BASKETBALL
GOLF
SOCCER
TENNIS

Juan Ranero
Cesar Odio
Jimmy Stobs
Steve McCrath
George Samuel

WOMEN'S:

BASKETBALL
CREW
GOLF
SOCCER
SOFTBALL
TENNIS
VOLLEYBALL

Nicole Hays
Paul Mokha
Roger White
Kyllene Weiss
Shelly Lis Hoerner
George Samuel
David Nichols

THE OFFICE OF CAMPUS RECREATION AND WELLNESS

Ed Londono, Director

Shannon Foster, Wellness Coordinator

The Office of Campus Recreation and Wellness (OCRW) provides students, faculty and staff with a broad selection of structured sport, wellness/fitness, and recreational opportunities that promote the development of active lifetime patterns for health maintenance, weight management, stress reduction, chronic disease prevention, and long-term good health.

These programs support “the sound mind in a sound body” principle that round out the total campus experience for students by providing healthy and active alternatives for out-of-class leisure hours, as well as opportunities for faculty and staff to engage in non-sedentary exercise and wellness promotion activities. These activities stimulate physiological and chemical changes in the body that improve mental, emotional, and physical functions, which positively impact classroom and job performance, self-esteem, and the maintenance of overall good health for the entire Barry community. OCRW activities also create opportunities for social interaction, teamwork, and camaraderie.

A sample list of activities is included below. Other offerings may be added at any time, based on adequate interest levels.

WELLNESS ACTIVITIES

- Aerobic exercise
- Kickboxing
- Power Walking
- Step and Tone
- Water Exercise
- Yoga

INTRAMURAL SPORTS

- Basketball
- Flag Football
- Soccer
- Softball
- Ultimate Frisbee
- Volleyball
- Floor Hockey
- Whiffle Ball

CLUB SPORTS

- Basketball
- Soccer
- SCUBA Society

OPEN RECREATIONAL ACTIVITIES

Facilities that are available during regularly scheduled open hours include the following:

- Strength & Conditioning Room
- Gymnasium
- Tennis Courts
- Outdoor Racquetball Courts
- Outdoor Basketball Courts
- Swimming Pool
- Volleyball Sand Pit
- Multi-purpose Fields

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

Gayle Workman, Ph. D., Associate Dean and Department Chair

Faculty: Butcher, Cerra, Clement, Cramer, Gibson, Hicks, Kanefsky, Kegeles, Lee, Ludwig, Mier, Miller, Mora, Odio, Rosenberg, Samuel, Shapiro, White.

The Department of Sport and Exercise Sciences (SES) offers undergraduate degrees in the following fields:

Bachelor of Science (B.S.) in:

ATHLETIC TRAINING

Pre-Medicine Option

Pre-Physical Therapy Option

5-Year Seamless B.S.-to-M.S. Option

EXERCISE SCIENCE

Pre-Medicine Option

Pre-Physical Therapy Option

5-Year Seamless B.S.-to-M.S. Option

PHYSICAL EDUCATION

SPORT MANAGEMENT, with options for:

Diving Industry Specialization

Golf Industry Specialization

The two optional five-year seamless programs of study are available to qualified students and culminate with the **Master of Science degree in Movement Science with specializations in Athletic Training or Exercise Science**. The Bachelor of Science (B.S.) in Sport Management includes optional specializations in **Diving Industry Management** and **Golf 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. 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 fitness and human performance, have the option of enrolling in courses leading to a **Minor in Exercise Science**. Majors in other disciplines

(e.g., Business, Communication Studies, Exercise Science) who desire to increase their knowledge of and ability to apply administrative principles within the sport industry may complete a **Minor in Sport Management**. 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, or recommend for graduation only those 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.

MISSION AND PURPOSE

The mission of the Department of Sport and Exercise Sciences complements that of the University. The curriculum is designed to prepare undergraduate students who are qualified to pursue careers related to Athletic Training, Exercise Science, Physical Education, and Sport Management. In addition, the school and department are committed to preparing qualified graduate students for advanced professional studies in Movement Science (M.S.) and Sport Management (M.S.) Instructional activity courses are also offered to provide opportunities for acquisition of wellness, fitness, and leisure skills in sport and recreation. A religious dimension is threaded throughout the core curriculum and professional courses by fostering an instructional environment that invites students to ex-

amine the ethical implications of professional practice. The school and department provide community participation and leadership opportunities for interested students, faculty, and staff. The administration and faculty are committed to providing instruction and services that supplement the classroom experience and promote diversity. This caring environment extends beyond the classroom into day-to-day mentoring relationships and services that support academic progress.

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 require-

ments outlined in the following sections for the particular major.

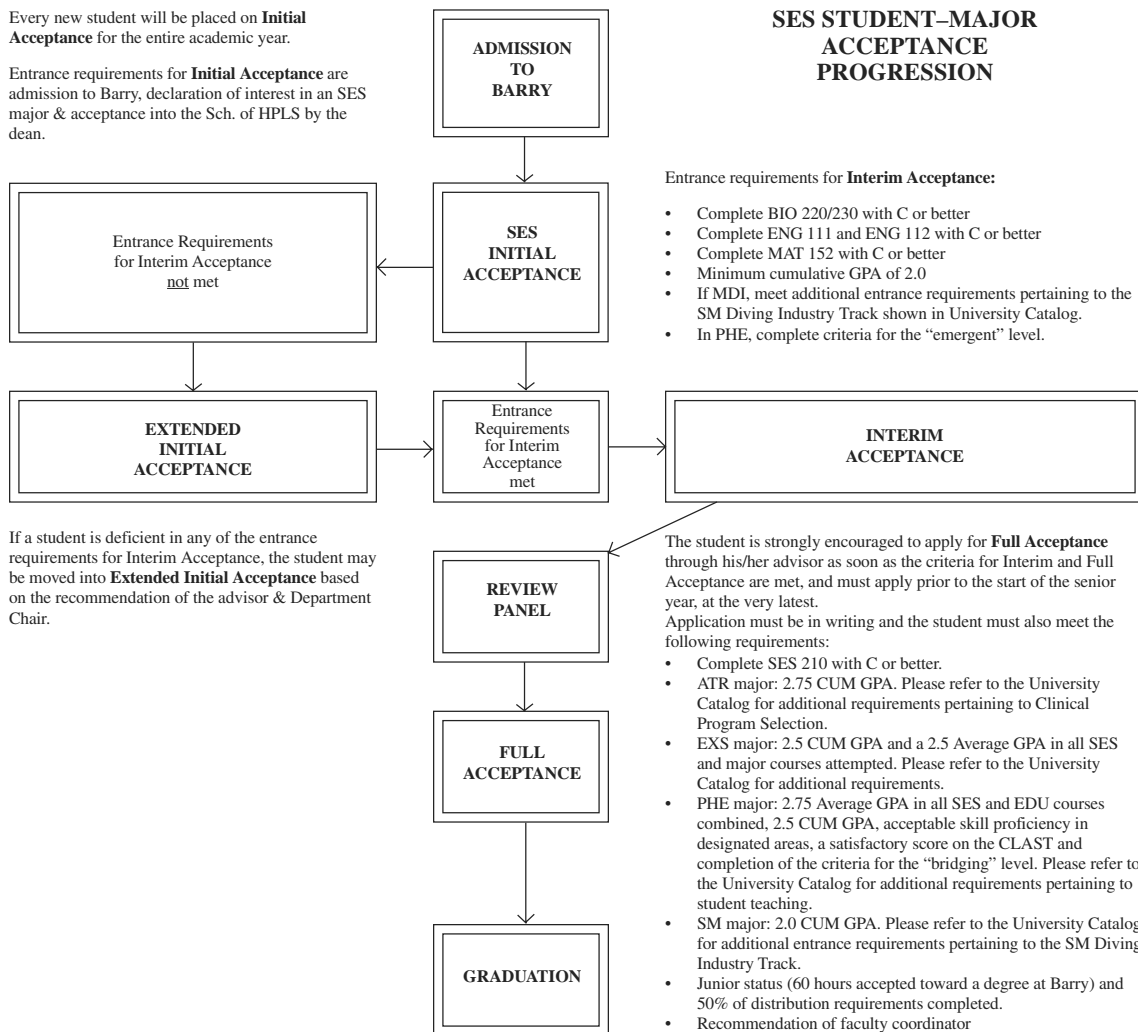
Information pertaining to the Department's progression for "Full Acceptance" into a major is provided to all undergraduate students who have been initially accepted into the SES Department. These requirements are graphically represented below and are also available upon request from the Department Chair, 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

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.



majors seeking sound academic preparation in exercise and sport-related professions. Undergraduate students pursuing the Bachelor of Science (B.S.) degree in Physical Education, Exercise Science and Athletic Training must complete 25 semester hours in the core courses listed below. Students pursuing majors in Sport Management (including concentrations in Diving Industry and Golf Industry) must complete 22 semester hours in the core courses listed below. (See noted course exceptions.) 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	Emergency Response	3
SES	270	Concepts of Fitness & Wellness	3
SES	335	Psycho-Social Aspects of Sport	3
SES	340	Adapted Physical Activity in Sport and Recreation	3
SES	360	Essentials of Exercise Physiology and Lab	4
	OR		
SES	361	Exercise Physiology and Lab	4
SES	465	Administration of Programs & Facilities (Except Majors in Sport Management)	3
SES	480	Contemporary Issues & Ethics in Sport	3
TOTAL SES CORE			25

ATHLETIC TRAINING (B.S.)

Carl R. Cramer, Ed.D., Director

The Bachelor of Science in Athletic Training (ATR) is one of the first undergraduate curriculum 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 Athletic Training requires 51 credit hours specific to the Athletic Training major (beyond the SES core of 25 credit hours) and includes 20 credit hours of clinical instruction and field experience. The program is designed so that the total 135 cr. hrs. can be completed in 4 years (8 semesters), assuming the student maintains satisfactory progress, remains in good standing, and enrolls in 15-18 credits per term

(averaging 17 credit hrs.) including clinical skills instruction.

The minimum grade of C is required in all major, SES core, and co-requisite courses. SES 499 I and SES 499 II (A. T. Internship I and II) meet the integrative experience requirement for graduation.

Completion of ATR 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 ATR degree requirements. The student majoring in Athletic Training must apply to take the NATABOC examination prior to being approved for graduation. NATABOC certification, in combination with the B.S. degree in ATR and Red Cross certifications, qualifies the Barry graduate to apply for a State of Florida License in Athletic Training. Licensing information is available from the Program Director.

Other options: ATR 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 Florida. Teacher certification in related disciplines (i.e., Biology, Health, or Physical Education). A detailed explanation for each of these areas can be found later in this section.

Minors in **Exercise Science** and **Sport Management** are 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.

Five-Year B.S. to M.S. option

Qualified students may opt for the seamless M.S. degree program in Movement Science specializing in Athletic Training while completing their undergraduate studies. Students may be considered for graduate study at the end of the junior year of undergraduate study when they present a cumulative GPA of 3.0 or better. Information on the five-year M.S. option is available from one's academic advisor or the Program Director for Athletic Training and Movement Science. (See detailed program description later in this section.)

Technical Standards for Clinical Program Acceptance

The Athletic Training Educational Program at Barry University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Barry University Athletic Training

Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The following abilities, personal qualities, and expectations must be met by all students admitted to, and graduating from, the Athletic Training Educational Program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam or a student's progress to internship courses or graduation. The Athletic Training faculty reserve the right to accept, to retain, and to recommend to the dean for graduation only those candidates who fulfill all academic requirements and who satisfy all technical standards.

Candidates for selection to, and completion of, the Athletic Training Educational Program must demonstrate:

Standard 1. Intellect

the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

Standard 2. Physical Ability

sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

Standard 3. Communication

the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

Standard 4. Receptive Language

the ability to record the physical examination results and a treatment plan clearly and accurately.

Standard 5. Emotional Fortitude

the capacity to maintain composure and continue to function well during periods of high stress.

Standard 6. Commitment

the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

Standard 7. Flexibility

flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Standard 8. Professionalism

affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Evaluation of Technical Standards

Students who with reasonable accommodation(s) are found to not be able to meet the technical standards of the Athletic Training Educational Program (ATEP) must change their major.

Appeal

Students failing to meet the technical standards with all reasonable accommodation(s) may request an outside review of their ability to meet the technical standards by a Florida Licensed and NATABOC certified athletic trainer in good standing with the NATABOC who has an approved clinical instructor (ACI) rating in conjunction with a licensed Physiatrist specializing in disabilities. This review should be arranged through the ATEP program director. If the review affirms the program's position of failure to meet the technical standards, the student will immediately change their major. If the review affirms the student's position, the student will be allowed to continue with the signed understanding that they in all probability will not be able to earn a passing performance in the clinical course sequence or the NATABOC Examination. Barry University policy allows a maximum of three attempts at any course. After the third failed attempt at any clinical coursework, the student at that time would be required to change their major.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 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.)		25
Athletic Training Major Requirements		51
CS	180 Introduction to Computers	3
SES	181 A. T. Pre-clinical Skills I	1
SES	220 Care and Prevention of Athletic Injuries & Laboratory	4
SES	281 A. T. Pre-clinical Skills II	1
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	381 A. T. Clinical Skills Level II Pt. 1	2
SES	381 A. T. Clinical Skills Level II Pt. 2	2
SES	481 A. T. Clinical Skills Level III Pt. 1	2
SES	481 A. T. Clinical Skills Level III Pt. 2	2
SES	487 Senior Seminar in Athletic Training	3
SES	499 A. T. Internship I	6
SES	499 A. T. Internship II	6
Electives (3 credit hours minimum)		3
Recommended Courses:		
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 Advanced Exercise Physiology and Laboratory (4)	
SES	469 Directed Readings in Athletic Training (3)	
SES	479 Directed Research in Athletic Training (3)	
SES	485 Legal Issues In Sport and Exercise Sciences (3)	
DEGREE TOTAL: ATHLETIC TRAINING		135

Clinical Program Requirements in Athletic Training

All course requirements for certification by the NATABOC are included in the Athletic Training major. To satisfy Barry University and NATABOC requirements, the student must complete all hours of clinical instruction and field experiences in six continuous semesters of clinical study prior to applying for the NATABOC certification examination in accordance with the standards set by Barry University, the NATABOC, the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT), and CAAHEP. Clinical courses and Internships may not be done concurrently.

CLINICAL PROGRAM SELECTION CRITERIA

1. A minimum of 24 credit (semester) hours completed.
2. SES 181: A. T. Pre-clinical Skills I; SES 281: A. T. Pre-clinical Skills II; BIO 230: Human Anatomy with lab; SES 220: care and prevention of athletic injuries and lab; SES 212: Emergency Response completed with all certifications and a grade of C or better.
3. Major declared in Athletic Training.
4. A program application form completed and filed with the Program Director.
5. 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 Director.
6. Both a cumulative and major GPA of 2.75 or higher to enter and to remain active in the clinical program.
7. Two program recommendations on file with the Program Director.
8. Statement of personal and professional goals filed with the Program Director. (one full page, typed, double spaced)
9. Successful completion of interview with the selection committee.
10. Technical Standards acknowledgement form signed by applicant and witnessed by program director.

The candidates for the clinical component of the athletic training professional program must meet all 10 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 not accepted on the first attempt have one more opportunity to apply the following year by April 1. The application must be resubmitted *the next consecutive year*. Students unable to qualify for acceptance into the clinical program after the required two (2) consecutive attempts will be withdrawn from the major.

Students must be accepted into the Clinical Program in order to be considered candidates for graduation in Athletic Training.

Students accepted into the clinical program must stay at or above a 2.75 cumulative GPA. Students who drop below 2.75 are placed on clinical probation and have one year to return to clinical standing with a 2.75 or higher cumulative GPA. If after one year of clinical

probation that requirement is not met, the student must change his/her major. Students on clinical probation may continue non-clinical coursework, but no clinical hours may be logged or proficiencies checked off. Students on clinical probation are required to maintain a five contact hour per week clinical skills maintenance schedule with their previous terms clinical instructor to be considered for reinstatement when the next term's GPA is determined. Students not keeping the maintenance schedule must repeat the previous clinical course in the program sequence regardless of the grade.

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), Southeastern Athletic Trainer's Association (SEATA), and the Athletic Trainer's Association of Florida (ATAF) is expected of all clinical program students. Clinical students must demonstrate proof of NATA membership before enrolment in SES 499 A. T. Internship I is allowed. (See the ATR Program Director for information on membership). Clinical students are expected to attend at least one professional symposium annually. (See the ATR Program Director for registration information). Uniforms are required for all students in the clinical program. (See the ATR Program Director for cost and purchasing details).

Transfer students' credentials will be examined on the basis of the same ten acceptance criteria and a minimum six semester commitment to meet clinical instruction and field experience requirements at Barry University.

Students who have completed the academic program in Athletic Training must have also completed 700 hours of clinical instruction and field experience (SES 381 and 481 @ 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). All hours of clinical instruction and field experience must be completed prior to receiving a final grade in SES 499 A. T. Internship II. All Athletic Training majors must apply for the NATABOC examination on the advertised date nearest their date of graduation. Applications must be filed no later than the final semester of study in order to be approved for graduation. Please see the program director for NATABOC examination application packet.

The clinical education component of the Athletic Training Program at Barry University is a competency-proficiency based program which utilizes faculty in mentoring students in the attainment of athletic training clinical knowledge and skills. Each year is con-

sidered a clinical level in which selected proficiencies and experiences must be completed BEFORE advancing to the next clinical level. Before applying for the clinical education program, students must enroll in SES 181/SES 281. All Athletic Training majors not yet accepted into the clinical education program must be enrolled in SES 181/SES 281. Students in Level I who are not enrolled in SES 181/281 shall be withdrawn from the ATR major program.

Level I Completion Requirements:

1. Successful completion of SES 181/281, SES 212 and Lab, SES 220 and Lab, BIO 230 and Lab
2. Minimum cumulative GPA of 2.75.
3. Acceptance into the clinical education program.

Level II Completion Requirements:

1. Completion of SES 312 and Lab, SES 316 and Lab, SES 381A1 and SES 381A2 with a grade of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.75.
4. Recommendation of the Athletic Training faculty for Level III promotion.

Level III Completion Requirements:

1. Completion of SES 318 and Lab, SES 481A3 and SES 481 A4 with a grade of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.75.
4. Recommendation of the Athletic Training faculty for Level IV promotion.

Level IV Completion Requirements:

1. Completion of SES 499 in two semesters at 6 credits per semester, with grades of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.75.
4. Completion of SES 487 with a grade of C or better.
5. Recommendation of the Athletic Training faculty for the NATABOC examination and graduation.

Pre-Medicine Option

A student completing the Exercise Science or 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 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 Athletic Training or Exercise Science programs with high academic standing may wish to pursue a pre-physical therapy option. 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 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 in Education and Teaching specialization, students completing the 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.

ATHLETIC TRAINING (B.S. TO M.S.)

Carl R. Cramer, Ed.D., Director

The seamless Bachelor of Science to Master of Science Degree in Athletic Training is a 165 semester hour (10 semester) program available to qualified students, which can be completed in five years. Choices include a thesis option OR the successful completion of the comprehensive examination and a project/internship. The program requires 135 undergraduate semester hours and 30 graduate semester hours. The student who successfully completes the program meets the requirements for the Bachelor of Science degree in Athletic Training and the Master of Science Degree in Movement Science with a specialization in Athletic Training. This degree program option in Athletic Training merges the undergraduate CAAHEP accredited entry-level program with an advanced graduate Athletic Training degree program in a seamless five-year time frame.

Admission to the Program

The undergraduate student intending to apply to the program should meet with the Athletic Training Director as soon as possible and no later than during the last semester of the second clinical year. Before beginning graduate level coursework in the B.S. to M.S. program, the undergraduate student must first be fully accepted in the undergraduate Athletic Training program by meeting the established SES full acceptance requirements. To be accepted to the B.S. to M.S. Athletic Training program, the student must have met the following additional requirements:

1. 3.00 cumulative overall undergraduate GPA
2. Approval from the Athletic Training Program Director, the Director of Graduate Programs of the Department of Sport and Exercise Sciences, the Chairperson of the Department of Sport and Exercise Sciences, and the Dean of the School of Human Performance and Leisure Sciences.
3. Completion of 90 undergraduate credit hours at the end of the last semester of the second clinical year.
4. Completion of the Barry University Graduate Application, including a letter of intent and two letters of recommendation.

A student accepted into the program who later decides not to complete it may still satisfy the requirements for the Bachelor of Science degree in Athletic Training with successful completion of the 135 undergraduate Athletic Training degree credits including all undergraduate degree requirements.

Graduation Requirements

1. Successful completion of the Movement Science Graduate Program Core Requirements (12 credits).
2. Successful completion of the Athletic Training Course Requirements (18 credits).
3. Cumulative GPA of 3.0 or higher in graduate level courses, no "D" or "F" grades, and no more than six credits with a grade of "C".
4. Successful completion of the comprehensive examination and project/internship or Master's thesis and oral defense.

(See Graduate Catalog for specific degree requirements)

EXERCISE SCIENCE (B.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 121-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: careers include health and fitness instructor, strength training instructor, exercise leader, health and fitness program director.
- Clinical programs such as cardiac/pulmonary rehabilitation: careers include exercise specialist, exercise test technologist, program director.
- Exercise physiology research: 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 a stepping stone for other health-related careers such as nursing, physical therapy and physician assistant.

The program requires 35 credit hours (beyond the SES core of 25 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 or the National Strength and Conditioning Association certification examination prior to graduation. **The minimum grade of C is required in all major, SES core, and co-requisite 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 SES 486 Practicum. 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 230 (Human Anatomy), Biology 240 (Human Physiology), Chemistry 152 (Intro. To Organic and Biological Chemistry & Lab), Physics 151 (Introductory Physics & Lab), SES 210 (Foundations of Sport & Exercise Science) SES 270 (Concepts of Fitness and Wellness), or equivalent courses, with a grade of C or better.
4. The student has both a 2.5 CUM GPA and a 2.5 Average GPA in all SES and major courses attempted.
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 of guided field experience in laboratory testing and research, exercise leadership, exercise prescription and programming, and 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, sports training facility or other off-campus fitness/exercise facilities. Completion of SES 486 with a grade of B or better is required in order to receive approval from the 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: 25

(See listing. SES 361 required)

Exercise Science Major Requirements 35

CS 180 Introduction to Computers 3

SES 220 Care & Prev. of Athletic Injuries & Lab 4

SES 320 Kinesiology & Laboratory 4

SES 330 Nutrition for Physical Performance 3

SES 370 Fitness Assessment and Exercise Prescription 3

SES 441 Cardiac Rehabilitation and Lab 3

SES 441L Cardiac Rehabilitation Lab 1

SES 486 Practicum in Exercise Science 2

SES 499 Internship in Exercise Science 12

Electives (5 hours minimum) 5

Recommended Courses:

SES 300 Special Topics in Exercise Science (3)

SES 326 Principles of Motor Learning (3)

SES 461 Advanced Exercise Physiology and Lab (4)

SES 463 Applied Physiology of Resistance Training (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.) 121

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 exercise prescription and fitness programming. A student may earn a minor in Exercise Science by completing the following courses:

SES 212 Emergency Response 3

SES 270 Concepts of Fitness and Wellness 3

SES 320 Kinesiology & Laboratory 4

SES 361 Exercise Physiology and Lab 4

SES 370 Fitness Assessment and Exercise Prescription 3

SES 441 Cardiac Rehabilitation and Lab OR 4

SES 461 Advanced Exercise Physiology and Lab

SES 463 Applied Physiology of Resistance Training 3

SES 486 Practicum in Exercise Science 2

MINOR IN EXS TOTAL: 26

Pre-Physical Therapy and Pre-Medicine Options:

Available only to majors in Exercise Science or Athletic Training (ATR). Please refer to the details on the undergraduate course requirements for these program options as described following the ATR degree and clinical requirements.

EXERCISE SCIENCE (B.S. TO M.S.)

Constance M. Mier, Ph.D., Coordinator

The seamless Bachelor of Science to Master of Science Degree in Exercise Science is a 157 semester hour program available to qualified students, which can be completed in five years plus thesis or a summer internship (11 semesters). The program requires 121 undergraduate semester hours and 36 graduate semester hours. The student who successfully completes the program meets the requirements for the Bachelor of Science degree in Exercise science and the Master of Science degree in Movement Science with a specialization in Exercise Science.

The student selects one of two tracks, clinical or research. The clinical track prepares the student for director positions in fitness and wellness clinics. Several courses offer firsthand experience within fitness and wellness programs, including a graduate-level internship. Additional courses within SES emphasize administrative, marketing and legal aspects of fitness and wellness careers. The research track is designed to prepare the student for doctoral study in exercise physiology research or in the medical field, having its greatest emphasis in the sciences. Emphasis is placed

on practical experience in the human performance laboratory, including a graduate-level thesis.

Admission to the Program

The undergraduate student intending to apply to the graduate program should meet with the Exercise Science Coordinator no later than the end of the junior year. At this time, the student should decide on whether he or she wants to pursue the clinical or research track.

Before beginning graduate-level coursework in the B.S. to M.S. program, the undergraduate student must first be fully accepted in the undergraduate Exercise Science program by meeting the established full acceptance requirements. To be accepted to the B.S. to M.S. Exercise Science program, the student must have met the following additional requirements.

1. 2.75 cumulative overall GPA, and 2.75 cumulative GPA in major courses, SES core, and co-requisite courses.
2. Approval from the Exercise Science Program Coordinator, the Chairperson of the Dept. of Sport and Exercise Sciences, and the Dean of the School of Human Performance and Leisure Sciences.
3. Completion of 118 undergraduate credit hours at the end of the semester.
4. Completion of the Barry University Application, including a letter of intent and two letters of recommendation.

GRADUATION REQUIREMENTS

1. Successful completion of the course and credit hour requirements.
2. Cumulative GPA of 3.0 or higher in graduate-level courses, no "D" or "F" grades, and no more than six credits with a grade of "C".
3. Successful completion of the comprehensive examination.
4. Successful completion of the internship and the internship project (clinical track).
5. Acceptable oral defense of thesis (research track).

DEGREE REQUIREMENTS, B.S. TO M.S.

Distribution Requirements and Co-requisites 56

The student enrolled in the B.S. to M.S. degree program must exceed the University's distribution requirement of 45 hours for a Bachelor of Science degree. **Courses specifically required are listed below each subject area. Those courses with a double asterisk (**) 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)
or

** CHE 111 General Chemistry & Qual Lab (4)

** MAT 152 Elementary Probability & Statistics (3)

** PHY 151 Introductory Physics & Lab (4)
or

** PHY 201 General College Physics & Lab (4)

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY 281 Introduction to Psychology (3)

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 25

(See listing. SES 361 required)

Exercise Science Major Undergraduate Requirements 26

(for both clinical and research tracks)

CS 180 Introduction to Computers 3

SES 220 Care & Prev. of Athletic Injuries & Lab 4

SES 320 Kinesiology & Laboratory 4

SES 330 Nutrition for Physical Performance 3

SES 370 Fitness Assessment and Exercise Prescription 3

SES 441 Cardiac Rehabilitation 3

SES 441L Cardiac Rehabilitation Lab 1

SES 486 Practicum 2

SES 499 Internship 3

Undergraduate Course Electives

Recommended Courses: 14

ACC 201 Financial Accounting 3

BIO 122 Biological Foundations 4

CHE 112 Gen. Chemistry & Quantitative Lab 4

CHE 243 Organic Chemistry I 3

CHE 244 Organic Chemistry II 3

ECO 201 Intro Macroeconomics 3

MAT 109 Pre-calculus Math I 3

PSY 382 Developmental Psychology 3

SES 469 Directed Readings 3

SES 479 Directed Research 3

Exercise Science Major Graduate Requirements 30-33

SES 520 Biomechanics 3

SES 561 Adv Exercise Physiology & Lab 4

SES 578 ECG Interpretation & Exercise Testing 2

SES 616 Research Methodology 3

SES 618 Fitness & Wellness Promotion 3

SES 672 Exercise & Energy Metabolism 3

SES 686 Advanced Practicum 3

Clinical (12 hrs. required):

SES	533	Sport Marketing Management	3
SES	585	Legal Aspects of Sport	3
SES	679	Internship	6
OR			

Research (9 hrs. required):

SES	689	Thesis	6
SES	701	Advanced Studies in Applied Statistics	3

Graduate Course Electives 3-6

Recommended Courses:

Clinical (3 credits minimum):

SES	537	Sport Psychology	3
SES	546	Qualitative Analysis in Biomechanics	3
SES	547	Biomechanics of Musculoskeletal Injuries	3
SES	563	Applied Physiology of Resistance Training	3
SES	625	Neurological Basis of Motor Control	3
SES	662	Exercise Psychology	3
SES	701	Advanced Studies in Applied Statistics	3
OR			

Research (6 credits minimum):

BMS	527	Biochemistry	3
BMS	537	Human Genetics	3
BMS	547	Neuroanatomy	3
SES	563	Applied Physiology of Resistance Training	3
SES	625	Neurological Basis of Motor Control	3
SES	626	Mechanical Analysis of Human Performance	3
SES	627	Lab Instrumentation in Biomechanics	3

DEGREE TOTAL:**EXERCISE SCIENCE (B.S. to M.S.) 157****PHYSICAL EDUCATION (B.S.)**

Kathryn Ludwig, Ph.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 126 semester hours with 49 credit hours of major coursework (beyond the SES core of 25 credits) that 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 co-requisite courses.**

A major in Physical Education prepares students to attempt the Florida Teacher Certification Examination (FTCE). This program leads to a K-12 State Certification. Additional coursework can prepare the

student for the opportunity to seek the state teaching endorsement in 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.

Each Physical Education Major must successfully progress through the four levels of proficiency outlined in the evaluative rubric associated with each of the twelve accomplished practices. Three benchmark evaluations of the twelve accomplished practices will occur. At the first benchmark, each student must meet the criteria for the emergent level of proficiency as a requirement for interim acceptance. At the second benchmark, each student must meet the criteria for the bridging level of proficiency as a requirement for full acceptance. At the third benchmark, each student must meet the criteria for the fulfilled or accomplished levels of proficiency as a requirement for passing student internship and graduation.

PE-TEP ACCEPTANCE CRITERIA

1. Each student declaring a major in Physical Education is required to pass proficiency tests in several locomotor skills, 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:

- Completion of SES 210 Foundations of Sport and Exercise Science with a C or better,
- Successful completion of all proficiency tests as stipulated in #1 above;
- Successful completion of the "bridging level" criteria for all 12 "accomplished practices";
- a 2.50 cumulative GPA;
- a 2.75 average GPA in all SES and EDU courses combined;
- a satisfactory score on all sections of the CLAST;
- junior status OR completion of all SES department "Interim Acceptance" requirements;
- recommendation of the Physical Education Program Coordinator; **and**
- 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. Full Acceptance constitutes "Full Admittance" to the Physical Education Teacher Education program.

- 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.
- 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:
 - Meet all requirements for FULL ACCEPTANCE into the PE-TEP, and thus be "Fully Admitted" to the PE-TEP;
 - pass SES 470/471 or SES 475/476 with a C or better; **and**
 - pass the general knowledge portion of the FTCE; attempt the professional education and subject matter portions of the FTCE. A PASSING

SCORE MUST BE RECEIVED ON ALL SECTIONS OF THE FTCE AND ON ALL 12 "ACCOMPLISHED PRACTICES" AT THE "FULFILLED" LEVEL IN ORDER TO RECEIVE A FINAL GRADE IN SES 499.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 53
(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	154 History of Philosophy I	
	OR (3)	
PHI	155 History of Philosophy II	
THE	103 World Religions	
	OR	
THE	108 Intro. to the Old Testament (3)	
	OR	
THE	109 Intro. to the New Testament	
PHI	Elective (3)	

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 17

** BIO	230 Human Anatomy and Laboratory (4)	
** MAT	152 Elementary Probability & Statistics (3)	
** SES	360 Essentials of Exercise Physiology and Lab (4)	
	(also required in SES core)	
MAT	107 General Education Mathematics (3)	
MAT	203 Geometry for Teachers (3)	

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY	281 Introduction to Psychology (3)	
HIS	201 US People and Ideas I	
	OR (3)	
HIS	202 US People and Ideas II	
GEO	301 People and Places	
	OR (3)	
GEO	307 Physical Geography	

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 21
(See listing. SES 360 required @ 4 hrs. but counted in Distribution)

Physical Education Major Requirements 49

PE-TEP Requirements:

CS	180 Introduction to Computers	3
EDU	151 Introduction to Education	3
EDU	218 Educational Psychology	3
TSL	400 ESOL Issues and Strategies	3
SES	220 Care and Prevention 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	469 Directed Readings in Physical Education	3

SES	470	Methods & Practice of Teaching Dev. Activities I (K-8) OR	4
SES	475	Sec. School Phy. Ed. Theory & Practice I (6-12)	
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 (3 hours minimum)**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	479	Directed Research in Physical Education (3)	
SES	485	Legal Issues In Sport and Exercise Sciences (3)	
SES	486	Practicum in Coaching (3)	

DEGREE TOTAL:**PHYSICAL EDUCATION (B.S.)** 126**Coaching Endorsement**

The Department of Sport and Exercise Sciences offers coursework that leads to the State of Florida Department of Education (FL-DOE) endorsement in Coaching.

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.)

Annie Clement, Ph.D., J.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 120 semester hours, including 33 credit hours specific to Sport Management and an additional 22 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 co-requisite courses.**

Optional, specializations are available in **Sport Management-Diving Industry** and in **Sport Management-Golf Industry**. Acceptance to these specializations requires satisfying various competencies and standards as stipulated within the catalog description for these programs, which follows the Sport Management major.

SES 499 (Internship) meets the integrative experience requirement for graduation.

Requirements for Full Acceptance to the Sport Management Major:

Students who have satisfied all SES Interim Acceptance requirements should apply for Full acceptance to the Major when all criteria have been met. The student is eligible for full acceptance to the Sport Management major when the following requirements have been completed:

1. The student has achieved junior status (completed at least 60 hours applicable to the degree) and has completed 50% of distribution requirements OR has fulfilled all SES Interim Acceptance requirements.
2. The student has declared a major in Sport Management.
3. The student has completed SES 210, SES 250, BIO 220, ENG 111, ENG 112, and MAT 152 or equivalent with a grade of C or better.
4. The student has both a 2.0 CUM GPA and a 2.0 average GPA in all SES and major courses attempted.
5. The student has the recommendation of his/her advisor and the Coordinator of the Sport Management Program, as well as the SES Faculty Review Panel.

DEGREE REQUIREMENTS**Distribution Requirements and Co-requisites** 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

SES Core Requirements 18

(See listing. SES 360 required @ 4 hrs but counted in Distribution. SES 465 not required.)

Sport Management Major Requirements 33

Sport Management Core (21 hrs):

CS 180 Introduction to Computers 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 OR SM-Golf 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

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
(Prerequisite - SES 440) 3

+Choice of two business electives recommended by the Associate Dean, Andreas School of Business 6

Electives (4 hours minimum) 4

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.) 120

Minor in Sport Management

The minor in Sport Management is available to complement professional majors in other disciplines such as marketing, management, fitness, health, wellness, public relations, journalism, psychology and communications. It is designed to prepare students for leadership opportunities in the sport-related fields including amateur, professional, and collegiate sport administration, as well as entrepreneurial businesses focusing on health, fitness, recreation, sport and sport products. A student may earn a minor in Sport Management by completing the following required courses:

SES	250	Sport & Recreation Management (3)
SES	440	Sport Marketing, Promotions and Fundraising (3)
SES	480	Contemporary Issues & Ethics in Sport (3)
SES	485	Legal Issues in Sport & Exercise Sciences (3)
SES	486	Practicum in Sport Management (3)

15

Electives: (6 hours minimum)

6

Recommended Courses:

SES 260 Leisure Planning and Programming (3)

SES 380 Facility Design and Event Management (3)

SES 431 Media Relations in Sport (3)

SES 444 Financial Applications to Sport (3)

SES 465 Administration of Programs and Facilities (3)

Total

21

SPORT MANAGEMENT/DIVING INDUSTRY (B.S.)

Sharon Kegeles, M.S., Facilitator

The B.S. degree in Sport Management (SM) includes an optional specialization in Diving Industry. This area of emphasis is designed to prepare the student for a career in the instructional and business segments of the diving industry and offers the opportunity to attain SCUBA Instructor certification. The SM Diving Industry program consists of a total of 133 semester hours with a major in Sport Management totaling 45 credit hours, 26 hours of which are specific to the Diving Industry. An additional 22 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. **The minimum grade of C in all major, minor, SES Core, and co-requisite coursework is also required for the Diving Industry track. Prior to attempting any dive under supervision, students will be asked to sign an agreement verifying that various technical and safety standards have been met.**

Criteria for Sport Management/Diving Industry (SMDI) Acceptance

Students electing this specialization, 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.
- **8. 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.
- **9. Agreement to summer availability between the junior and senior years, in order to complete an intensive experience in various diving activities.
- **10. Agreement to complete and document no fewer than 15 open-water dives per calendar year (excluding dives associated with coursework).

For Full Acceptance:

- 11. SES 211 or current ARC Lifeguard Training Certification equivalent to that issued in SES 211.

- 12. SES 212 or current ARC First Aid, CPR, AED, PDT, Oxygen Administration certifications equivalent to those issued in SES 212.
- 13. Documentation of no fewer than 30 SCUBA dives.
- 14. 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.
- 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 Co-requisites 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 18
(See listing. SES 360 required @ 4 cr. hrs. but counted in distribution. SES 465 not required.)

Sport Management/Diving Industry Requirements: 47

Sport Management Major Core (21 hrs)
(See listing under Sport Management)

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

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

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	440	Sport Marketing, Promotions, and Fund Raising	
SES	444	Financial Applications to Sport (3)	

DEGREE TOTAL: SPORT MANAGEMENT-DIVING INDUSTRY (B.S.) 133**Minor in Diving Education**

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	Emergency Response (3)	
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)	

22

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)	

TOTAL: DIVING EDUCATION MINOR 25**SPORT MANAGEMENT/GOLF INDUSTRY (B.S.)**

Roger White, M.S., Facilitator

The B.S. degree in Sport Management (SM) includes an optional specialization in the Golf Industry. This area of emphasis is designed to prepare the student for instructional and managerial (entrepreneurial) careers in golf operations. The program provides the opportunity for the student to acquire the knowledge and skills necessary for success through classroom studies, player development, and varied field experiences in the South Florida area – a mecca for golf, known for its many world-class courses, teaching professionals, and ideal year-round climate. The curriculum is also designed so that qualified students can supplement their undergraduate academic preparation by enrolling in the PGA's Golf Professional Training Program (GPTP). The SM Golf Industry program consists of a total of 141 semester hours with a major in Sport Management totalling 58 credit hours, 22 of which are specific to the Golf Industry. An additional 22 hours of SES Core courses must be satisfied. A 21 credit hour minor in Business is also included as part of the Golf Industry Management program. All requirements for the Sport Management major apply. **The minimum grade of C is required in all major, minor, SES core, and co-requisite coursework.**

Criteria for Sport Management/Golf Industry (SMGI) Acceptance

Students electing this specialization must satisfy the following criteria prior to full acceptance.

1. The student has achieved junior status (completed at least 60 hours applicable to the degree)

and has completed 50% of distribution requirements OR has fulfilled all SES Interim Acceptance requirements.

2. The student has declared a major in Sport Management Golf Industry.
3. The student has completed SES 210, SES 250, SES 299, SES 399, SES 486-Practicum I, BIO 220, ENG 111, ENG 112, and MAT 152 or equivalent with a grade of C or better.
4. The student has both a 2.5 CUM GPA and a 2.5 average GPA in all SES and major courses attempted.
5. The student has the recommendation of his/her advisor, the Facilitator of the Golf Industry Program, the Coordinator of the Sport Management Program, and the approval of the SES Faculty Review Panel

Additional Requirements for the PGA's Golf Professional Training Program (GPTP):

1. Students interested in registering for the GPTP must successfully complete the PGA Playing Ability Test (P.A.T.). Successful completion is earned by shooting 15 strokes or fewer above the course rating (36 holes) at a course designated by the PGA.
2. The student must pay all appropriate fees charged by the PGA for the Professional Readiness Orientation (P.R.O.) and the GPTP checkpoints at the sites established by the PGA.
3. The student must complete SES 486-Practicum I at a site coordinated by the Sport Management-Golf Industry Program Facilitator.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 47

The student majoring in S. M. Golf Industry 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 & 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
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SES Core Requirements	18
(See listing. SES 360 required @4 hrs but counted in Distribution. SES 465 not required.)	

Sport Management/Golf Industry Requirements: 55

Sport Management Major Core (21 hrs.)	
(See listing under Sport Management)	

Additional Sport Management Requirements (12 hrs.)	
(See listing under Sport Management)	

SM-Golf Industry Requirements (22 hrs.)

SES 299	Special Topics in Golf I (2)
SES 399	Special Topics in Golf II (2)
SES 320	Kinesiology and Lab (4)
SES 382	Turfgrass Management for the Golf Professional (2)
SES 442	Golf Country Club Management (3)
SES 472	Methods of Teaching Golf (2)
SES 469	Directed Readings (3)
SES 486	Practicum in Golf Industry I (2)
SES 486	Practicum in Golf Industry II (2)

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

Electives (3 hours minimum)	3
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-GOLF INDUSTRY (B.S.)	141
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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.

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.)

181 A. T. Pre-clinical Skills I (1)

Pre-clinical practicum for athletic training majors. Introduction to basic clinical skills used in the professional activities of the athletic trainer. Basic fieldwork in the athletic training facility is included. SES 181 A1 01 and SES 281 A1 01 are both required as part of the criteria for clinical program selection.

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)

Historical foundations of physical education, sport, and exercise. Orientation to Exercise Science, Physical Education, Sport Management, and Athletic Training. Participation in a variety of sport experiences.

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 certification examination: Lifeguard Training. Prerequisite: SES 112 or 212, or current certification in First Aid and Adult CPR prior to course completion.

212, 212L Emergency Response and Lab (3)

Course content and practical experiences prepare the student to make appropriate decisions about the care needed in case of emergency. Provides opportunity to acquire skills necessary to act as a crucial link in the emergency medical services (EMS) system. American Red Cross certification examinations: CPR for the Professional Rescuer, Emergency Response, Oxygen Ad-

ministration, Automated External Defibrillator, Preventing Disease Transmission. Lecture and Lab must be taken concurrently. (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 110.

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-rescue 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), SM-Diving Industry (DI), SM-Golf Industry (GI), 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 minor-ing 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.

281 A.T. Pre-Clinical Skills II (1)

Pre-clinical practicum for athletic training majors. Introduction to basic clinical skills used in the professional activities of the athletic trainer. Basic fieldwork in the athletic training facility are included. SES 181 A1 01 and SES 281 A1 01 are both required as part of the criteria for clinical program selection. Prerequisite: prior to successful completion of or concurrent enrollment in SES 181.

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. Prerequisites: ISR 255 (or equivalent) and acceptance of agency certification requirements.

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, 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. Prerequisites: ISR 255 or equivalent and instructor approval.

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 coaching. 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, Physical Education, and 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 Essentials of Exercise Physiology and Lab (4)

This is an entry-level course in exercise physiology, which is the study of how the body (subcell, cell, tissue, organ, system) responds in function and structure to 1) acute exercise stress, and 2) chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise 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. This course satisfies a general education "distribution" requirement in Science and is required for SMDI, SMGI, 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 and Lab (4)

Includes an in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. Topics include thermoregulation, ergogenic aids, body composition, sport training, growth and development, and aging. Required for athletic training and exercise science 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, dive instruction, dive travel, 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)

Application of exercise physiological concepts to exercise prescription and programming for individuals without disease or with controlled disease. Includes analysis of techniques used for health appraisal, risk stratification and fitness assessment, and evaluation of strategies used to promote physical activity. 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.

381 A A.T. Clinical Skills Level II Part 1 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, medical terminology and athletic protective equipment. Formatted in five-three week rotations with surgical observation. Physician presentations in Family Practice and Optometry are included. Prerequisites: Clinical acceptance and SES 281.

381 B A.T. Clinical Skills Level II Part 2 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and medical documentation. Formatted in five-three week rotations with surgical observation. Physician/dentist presentations in Pediatrics and Dentistry are included. Prerequisite: SES 381 A1.

382 Turfgrass Management for the Golf Professional (2)

An analysis of turfgrass and turfgrass management issues related to golf. Topics include the influences of climate, chemicals, topography, repeated use, golf course design, and related factors in the development and maintenance of golf course turf.

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)

This course provides you the opportunity to study advanced techniques in the analysis of mechanical factors related to human movement. Specific areas of human movement include: sport, aquatics, ergonomics, rehabilitation, disability sport, exercise/fitness, and gait. 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.

441 Cardiac Rehabilitation (3)

Pathophysiology of cardiopulmonary and metabolic diseases with further emphasis on the physiological and technical basis of clinical exercise tolerance tests and exercise prescription, and exercise leadership for the cardiopulmonary, diabetic, obese or elderly patient. 3 hours lecture weekly. Prerequisite: SES 361 or equivalent. Co-requisite: SES 441L.

441L Cardiac Rehabilitation Laboratory (1)

Practical applications to clinical exercise tolerance tests and exercise prescription for the cardiopulmonary, diabetic, obese and elderly patient. Health screening, risk stratification, basic ECG and blood pressure measures, developing & implementing exercise test protocols, and emergency procedures will be emphasized. 2-hr laboratory weekly. Laboratory fee required. Prerequisite: SES 361 or equivalent. Co-requisite: SES 441.

442 Golf Country Club Management (3)

Provides the student with knowledge base for managing public, private, and resort golf course facilities including managing the golf pro shop, merchandising, running a tournament, understanding laws and governance, understanding food and beverage administration, managing personnel, and customer relations.

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.

446 Qualitative Analysis in Biomechanics (3)

The study of the fundamentals of qualitative analysis of human movement: application of mechanical concepts, use of observational techniques, and development

of skills useful for teaching and enhancing human performance in a practical environment. Prerequisite: SES 320.

447 Biomechanics of Musculoskeletal Injuries (3)

The study of the physical laws and mechanical principles governing the force characteristics, mechanisms of injury, and healing rate of tissues in the human musculoskeletal system. Prerequisites: SES 420.

461, 461L Advanced Exercise Physiology and Lab (4)

Continuation of Exercise Physiology. 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.

463 Applied Physiology of Resistance Training (3)

Includes critical evaluation of strength and conditioning concepts and the biomechanical and physiological analyses of various sport movements as they apply to strength and power exercises for sport training. Students are prepared to attempt the National Strength and Conditioning Association's certification exam. Prerequisites: SES 320 and 361, or taken concurrently with 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), Sport Management-Diving Industry (MD), and Sport Management-Golf Industry (GI) to prepare for certification examinations. In Physical Education this course will involve a reading specialist teaching strategies for developing students' reading abilities in Physical Education content, with a focus on the instructional materials and methods for teaching vocabulary, comprehension, and text learning experiences. Prerequisite for AT, EX, and MD: Prior approval of Department Chair and Dean; for PE, "interim" acceptance.

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-TPE.

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-TPE.

472 Methods of Teaching Golf (2)

Instruction in and techniques of teaching golf to clients at various golf facilities. Application, methods and practice in golf instruction and training with subjects of varying skill levels.

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-TPE.

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-TPE.

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, 353, THE 300, 353.

481 A A. T. Clinical Skills Level III Part 1 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and Pharmacotherapeutics. Formatted in two seven-week rotations with team care assignment. Pharmacist, Nurse Practitioner and Physician's Assistant presentations are included. Prerequisite: SES 381 A2.

481 B A. T. Clinical Skills Level III Part 2 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and human diseases. Formatted in two-seven week rotations with team care assignment. Physicians presentations in Podiatry and Internal Medicine are included. Prerequisite: SES 481 A3.

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), Management-Golf Industry (MG), 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 Director and Department Chair; Exercise Science majors must also satisfy the specific requirements for Practicum approval listed under the major. Sport Management-Golf Industry majors must enroll in sections 01 and 02 at 2 credit hours each.

487 Senior Seminar in _____

An integrative study of the knowledge, concepts, and professional and clinical skills gained from prior coursework and practical experiences in Athletic Training (AT), Exercise Science (EX), SM-Diving Industry (DI), SM-Golf Industry (GI), Physical Education (PE), and Sport Management (SM).

499 Internship (3-12)

Intensive, senior-level supervised work experience in Athletic Training (AT), Exercise Science (EX), SM-Diving Industry (DI), SM-Golf Industry (GI), 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 courses in this program focus on general fitness, lifetime sport and recreational opportunities. Offering diversity in choice, the program provides instructional fitness 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, 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 112/212A	Badminton
ISR 113/213A	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 189	Yoga
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, Ellis, Fernandez, Fickel, Freed, Handel-Fernandez, Hays, Jimenez, Landa-Gonzalez, Laudan, Lin, Maciá, Merched, Mitchell, Montague, Mudd, Packert, Sanborn, Shaw, 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 that will prepare competent, thoughtful, ethical, and compassionate natural and biomedical scientists and health professionals. This is accomplished within a caring environment supportive of the religious dimension of the university. The school also provides biological and biomedical courses for students from other academic disciplines as part of a liberal education.

With the knowledge that the world and human needs are constantly changing, the goals of the School of Natural and Health Sciences are:

- 1) to provide to a culturally and experientially diverse student body a liberal, professional education in an environment that fosters motivated, self-directed analytical thinking, learning, and research in the biological, biomedical and health sciences;
- 2) to offer didactic and laboratory courses and other educational experiences that meet the requirements of Barry University and of entrance into professional programs and careers;
- 3) to develop a sense of ethical and social responsibility through opportunities in community service with on- and off-campus components.

We continue to offer academic programs that provide quality education supported by a caring attitude

and desire for student success. To all of our students we provide an awareness of the contributions of scientists and practitioners from diverse domestic and international backgrounds. We also address biological, biomedical and health issues that impact those living within and outside of this country.

Our international students are provided programs and experiences that will allow them to make contributions to their native countries.

It is our goal to return all graduates to their communities as informed and educated leaders.

The 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-SCORE (Minority Biomedical Research Support) Program, the MIRT (Minority International Research Training) Program, and the RISE (Research Initiative for Scientific Enhancement). 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 demand 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 semester hours of work based at Barry University may be completed on a full- or part-time basis. Students need 30 hours taken in residence at Barry before enrolling in the internship.

Graduation requirements for all allied health majors include providing an alumni form to the senior academic advisor and participation in an exit forum.

Educational Objectives

1. Students have mastered the concepts and principles of biology and are able to interpret graphs, diagrams and charts.
2. Students can execute lab procedures within an acceptable range of error.
3. Students have the knowledge and skills necessary for the intelligent performance of major tasks required at the entry level in their field.

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, 343; 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 options of study have been established within these majors. Option I has been designed for the student whose aptitude and/or interest lies more heavily in the sciences.

Students in Option 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 343; Mathematics 211 (note prerequisites); and 4 semester hours of physics. Students in Option II must meet the following requirements: Biology 122, 220, 240, 253, 341 (recommended) and either 346, 450 or 451, and BIO 300's sections as specified in “Other Biology Require-

ments” section of catalog; Chemistry 111, 112, and 152; MAT 152; and a minimum of 4 semester hours of physics.

BIOLOGY (B.S.)

Educational Objectives

1. Students have mastered the concepts, principles and knowledge of biology or biomedical sciences, can explain the application of the scientific method in biological and/or biomedical research, and are able to interpret graphs, diagrams and charts from the scientific literature.
2. Students can execute lab procedures within an acceptable range of error.
3. Students can write about scientific concepts and results, prepare a well-organized oral scientific presentation and be able to defend the conclusions, and use computer software to organize and to present data in tables and graphs.
4. Students can effectively employ electronic databases to conduct a scientific literature search.

Prior to graduation, Biology majors (including the pre-professional specialization, the marine biology specialization, the ecological studies specialization, and non-preprofessional Option 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, providing an alumni form to the senior academic advisor and participation in an exit forum.

Other Biology Requirements

Majors may not include toward graduation credit for a biology course in which they have received a grade of D. 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. All credits must be taken in the regular undergraduate (daytime) program. 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 or students new to college; BIO 300b: Biomedical Skills 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 SATs below 480; BIO 300d: Biomedical Topics for freshmen. These credits do not count toward the major. Students need 30 hours taken in residence at Barry before enrolling in an internship. Students may transfer in 8 credits after matriculation (2 lectures, 2 labs). Once the student is at junior level (64 semester hours) these credits must be at a senior level institution and cannot include biology courses. The last 30 credits and the majority of the major coursework (21 hours) must be taken at Barry. If a student transfers in 10 credits in Anatomy and Physiology it counts as 3 credits for BIO 230, 2 for BIO 230 lab, 4 for BIO 240 and 1 for BIO 240 lab. If a student transfers in 8 credits they count a 4 credits of BIO 230 and lab and 4 credits of BIO electives.

Student Behavior

All Barry students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Disruptive behavior is not acceptable in the classroom. Students engaging in such behavior may be asked to leave or may be removed from the class by security personnel. Actions such as violence, shouting, use of cell phones and/or beepers, using profanity, interrupting, and any behavior that the instructor believes creates an unpleasant environment in the classroom will be grounds for withdrawal from the course, judicial proceedings and/or failure in the course.

Biology Major (including Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Pharmacy, Pre-Podiatry, Pre-Veterinary Specializations)

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 500 physicians and dentists who have obtained their degrees in our school in preparation for the following medical and dental schools to which they were ac-

cepted. **MEDICAL SCHOOLS:** Albany Medical College; Albert Einstein College of Medicine; Baylor University; Boston University; Chicago Medical School; College of Osteopathic Medicine of the Pacific; Creighton University; Dartmouth University; Duke University; East Carolina University; East Tennessee State University; Emory University; Georgetown University; Harvard University; Howard University; John Hopkins University; Kirksville College of Osteopathic Medicine; Lake Erie College of Osteopathic Medicine; Little Rock Medical School; Loma Linda University; Loyola University; Mayo Medical Center; MCP-Hahnemann School of Medicine; Medical College of Georgia; Medical University of South Carolina; Meharry Medical College; Michigan State University; Morehouse School of Medicine; Mount Sinai Medical School; New Jersey Medical School; New York Medical College; New York University; Northeastern Ohio University College of Medicine; Northeastern University; Northwestern University; Nova Southeastern Colleges of Osteopathic Medicine; Pennsylvania State College of Medicine; Philadelphia College of Osteopathic Medicine; Rutgers University; Southern Illinois University; SUNY at Buffalo; State University of New York: Upstate, Downstate, and at Syracuse; Temple University; Tulane University; Uniformed Services University of the Health Sciences, Maryland; University of Alabama; University of Arkansas for Medical Sciences; University of California: at Irvine, at Davis, at Riverside, at Los Angeles, at San Diego, and at San Francisco; University of Colorado Medical School; University of Florida; University of Iowa; University of Medicine and Dentistry of New Jersey; University of Miami; University of Michigan; University of New England College of Osteopathic Medicine; University of North Carolina; University of Oklahoma; University of Osteopathic Medicine and Health Sciences, Iowa; University of South Florida; University of Southern Illinois; University of Texas at Houston; University of Washington; Virginia Commonwealth University; Wayne State University; West Virginia University; and Yale University. **DENTAL SCHOOLS:** Boston University Goldman School of Dentistry; Creighton University; University of Detroit Mercy School; Emory University; Georgetown School of Dentistry; Howard University; University of Indiana; Loyola University; Marquette University; Meharry Medical College; University of Missouri; University of Medicine and Dentistry of New Jersey; New York University; 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; University of New

Jersey and University of Florida. **OPTOMETRY SCHOOLS:** Pacific University; Nova Southeastern University; and University of Southern California. **PODIATRY SCHOOLS:** Barry University; Dr. William Scholl; and Pennsylvania. **VETERINARY SCHOOLS:** Cornell University; Louisiana State University; Michigan State University; University of Minnesota; Ohio State University; Oklahoma State University; Mississippi State University; University of Missouri; New York State College of Veterinary Medicine; North Carolina State University; Purdue University; St. George's University; Tufts 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 or 260
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 343-344; 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 Specializations)

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	343	Organic Chemistry	4
PHY	201	General College Physics	4
BIO	116	Zoology	4
			Total 16

Spring:			Semester Hours
BIO	325	Microbiology	4
CHE	344	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 or	
BIO	260	Biodiversity of Ecosystems	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 Specialization)

Barry's undergraduate Biology program, with a specialization 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 semester 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, 343-344, 321, and 352; Physics 201-202; and Math 109-110.

Biology Major (Ecological Studies Specialization)

This specialization 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 semester hours in biology are required for this specialization 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, 343, 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 Specialization)

Barry's undergraduate Biology program, with a specialization 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 semester 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. Oceanography: Biology 305
4. Comparative Anatomy: Biology 225
5. Comparative Physiology: Biology 335
6. 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, 343, 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 Specializations)

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 il-

lustration, computer science and other areas requiring a biological background. Option I or Option II requirements may be chosen as listed.

Option I

40 semester 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 or 260
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 semester hours in chemistry and 9 semester hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended.

Option II

35 semester 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 310 or 312 or 260
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 semester hours in chemistry and nine semester hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended. Chemistry and mathematics minors must complete additional semester hours in their minor subject.

Biology Major (Pre-Physical Therapy Specialization)

Physical Therapy is a health care profession that fosters optimal health and functional abilities for people with musculoskeletal, respiratory, cardiovascular or neurologic dysfunctions. By applying scien-

tific principles, the physical therapist assesses, prevents and/or treats the existing problems through evaluation, patient education, establishment of goals and the design of a plan that targets each problem.

Students who wish to pursue physical therapy as a career may begin their academic preparation with a BS in Biology major. The BS in Biology Pre-Physical Therapy Specialization Program is designed specifically for Physical Therapist Assistants who wish to complete a Bachelor's degree in order to go on for a master's degree in Physical Therapy.

40 semester hours in biology are required for this major including Biology 112, 116, 122, and the identified course from each of the following core areas.

1. Growth and Development: Biology 220
2. Cellular and Molecular Biology: Biology 253
3. Physiological and Biochemical Principles: Biology 240
4. Biology Theory Biology 475

Students in this program must complete additional semester hours in biology, including BIO 247 and electives. Students must also include Biology 300's sections as specified in "Other Biology Requirements" section of catalog, BIO 300 C is required, and other upper level biology electives. Other requirements include PHI 353 (3 sh), 8 semester hours in chemistry, CHEM 111 and 112, and 6 semester hours in mathematics, MAT 109 and 110, and 4 semester hours of Physics - PHY 151. The students will consult with their advisor concerning the requirement for the university distribution courses.

Biology Major (Pre-Physician Assistant Specialization)

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 semester 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 or 260
5. Biological theory: Biology 440 or 475

Students in this program must complete additional semester 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, one of which should be upper level; 12 semester hours in chemistry and 9 semester 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.

Bachelor of Science in Environmental Science (Biology Specializations)

This degree program is designed for the growing numbers of students who want to pursue careers in environmentally related areas. Recognizing the sacredness of earth and the fragility of its ecosystems, we commit ourselves to the healing of our planet by fostering right relationships and by confronting the destruction of life systems. We commit ourselves to engage in education to understand the interdependence of all life systems of our planet.

DESCRIPTION

With the approval of the academic advisor, students can substitute an appropriate minor in lieu of the specializations.

A final capstone experience appropriate to the student's interests and program of study integrates the theoretical and practical aspects of the field.

CURRICULUM

Core Courses				(51 cr. hrs.)
BIO	112	Botany		04
BIO	116	Zoology		04
BIO	122	Biological Foundations		04
BIO	260	Biodiversity of Ecosystems		04
BIO	312	Ecology		04
BIO	360	Dynamics of Restoration Ecology		03
CHE	109	Environmental Perspectives		03
CHE	111	General Chemistry		04
EVS	310	Environmental Movements		03
EVS	430	Environmental Crime and Law		03
EVS	450	Environmental Policy and Management		03
EVS	490	Case Studies in Environmental Issues		03
GEO	307	Physical Geography		03
PHI	354	Environmental Ethics		03
POS	429	Public Policy and Administration		03

Students must choose one of these **specializations**: Chemistry (see School of Arts & Sciences, Environmental Studies Major); Biology-Epidemiology; or Biology-Marine.

Biology – Epidemiology (32 cr. hrs.)

BIO	253	Introductory Microbiology or	
BIO	325	Microbiology	04
BIO	346	Parasitology	04
BIO	404	Epidemiology	03
BIO	417	Human Genetics	03
BIO	455	02 Immunology	03
CHE	112	General Chemistry II	04
CHE	152	Intro. To Organic and Biological Chem.	04
CHE	343	Organic Chemistry I	04
MAT	152	Elementary Probability and Statistics	03

Biology – Marine (38-41 cr. hrs.)

BIO	225	Comparative Anatomy	04
BIO	305	Introduction to Oceanography	03
BIO	310	Marine Biology	04
BIO	335	Comparative Physiology	04
BIO	300	Marine Diversity Field Course*	3-6
BIO	300	Aquatic Biology Field Course*	3-6
BIO	400	Marine Physiology	02
CHE	112	General Chemistry II	04
CHE	343	Organic Chemistry I	04
MAT	109	Precalculus Mathematics I	03
PHY	151	Introductory Physics	04

* St. George's University Courses (The marine specialization capstone courses will be taken at the Barry University field station at St. George's University Marine Station)

Students must also include Biology 300's sections as specified in "Other Biology Requirements."

CAPSTONE

All students in both degree programs must complete an appropriate capstone/integrative experience approved by the academic advisor. The experience may be for 01 up to 30 credits.

BIO	295	Research	01-12
BIO	395	Research	01-12
BIO	495	Research	01-12
BIO	420	Marine Field Study	15-30
BIO	465	Ecological Field Study	10-15
CHE	295	Research	01-03
CHE	395	Research	01-03
CHE	495	Research	01-03
—	359	Independent Study	01-03
—	459	Independent Study	01-03
—	499	Internship	03-12

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 semester 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 semester hours in biology selected from: BIO 103, 116, 122, 220, 240, 253, and selected 300 special topic courses with a minimum grade of C in all 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 semester 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 (Lecture 3, Lab 1)

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. 3 hours lecture, 2 hours laboratory weekly. Enrollment in lab is optional.

**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 that 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. 3 hours lecture, 3 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 Health Science majors

Application of biomedical principles to measurement and analysis of functional movement. (Restricted to Health Science 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 343. (special fee)

**260 Biodiversity of Ecosystems (Lecture 3,
Lab 1)**

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. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 122 or permission of instructor.

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. Some sections also have an optional 1 credit lab.

305 Introduction to Oceanography (3)

Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: Chemistry 111-112. Recommended: 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 reef, 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/Histotechnology 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 343. (special fee) (MLS/Histotechnology 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; Pre- or Co-requisite: Chemistry 152 or 343. (Special fee) (MLS/Histotechnology 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 343. (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 343. (special fee)

336 Neuroscience (4) for Pre-PT 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 Pre-PT 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, 2 hours laboratory weekly. Prerequisites: Biology 122 or equivalent; Biology 253 or 325; Chemistry 152 or 343 or permission of instructor. (special fee) (MLS/Histotechnology students take lecture only.)

345 Neuroscience (3) for Health Science 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 Health Science 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/Histotechnology students take lecture only.)

347 Gross Anatomy (4) for Pre-PT 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 Pre-PT majors.)

348 Human Anatomy (3) for Health Science majors

This course emphasizes aspects of structure and function of the musculoskeletal and selected organ systems. (Restricted to Health Science majors.)

349 Biomechanics for Pre-PT Majors (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 Pre-PT majors.)

352 Biochemistry (Lecture 3, Lab 1)

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, or BIO 312.

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.

404 Epidemiology (3)

Introduction to the study of the distribution, determinants, and measurement of health and disease in populations, including study methods and their application to specific diseases and conditions, with emphasis on data-base search techniques and statistical inference. Prerequisites: BIO 122, MAT 109.

410 Pathophysiology for Pre-PT majors (3)

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 Pre-PT majors.)

417 Human Genetics (3)

The major goal is to acquire an understanding of the relationship between genes and phenotypes. Emphasis will be placed on familiarizing the student with the molecular nature of the hereditary material, gene function, and gene inheritance. In addition, the student will be introduced to recombinant DNA technology and learn how these techniques are utilized in human genetics.

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 343 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/Histotechnology 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.

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.

484-489-494 Histotechnology Internship (3, 3, 4)

Execution of chosen experimental training under the direction of selected faculty member at the clinical affiliate sites.

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).

BIOLOGY EVENING AND SATURDAY PROGRAMS

Dr. Alicia A. Zuniga, CLS, AMT, HTL (ASCP) 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 or a B.S. in Biology with a Histotechnology specialization or a B.S. in Biology Single Major.

The accelerated options are designed for transfer students 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/Histotechnology Specialization is approved by the Florida Department of Health, Board of Clinical Laboratory Personnel. The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) has awarded the serious applicant status to the program.

Educational Objectives

Graduates will have acquired the ability to:

1. Achieve an understanding of scientific principles through the study of factual and experimental evidence.
2. Develop the knowledge and skill in education, management and research to fulfill the leadership roles in their profession.

3. Exercise independent judgment, correlate test results and interpret the findings with respect to normal and abnormal ranges.
4. Demonstrate the knowledge, skills, and attitudes needed for clinical competencies in the medical laboratory science profession.
5. Develop communication skills and the ability to cope with conflict and authority.
6. Develop an awareness of major health, social and economics problems of the community.
7. Think logically, to express ideas more clearly in speaking and writing, and to listen with a critical mind.
8. Distinguish between reasoned and emotional opinions; to discuss rather than argue; and to see the relationship between cause and effect.
9. Cope with large volumes of information and develop techniques for translating this information into innovative solutions in their profession.

1. BIOLOGY MAJOR/(M.L.S. Minor) (B.S.)

Barry's undergraduate Biology evening 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 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;
- write a statement of purpose;
- complete an associate's degree in Medical Laboratory Technology (MLT) from a regionally accredited college;
- attain an overall cumulative GPA of 2.5 (on a 4.0 scale) in an associate 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. Credits will be transferred at the discretion of the Director.

CURRICULUM

The Biology major lecture courses are 3 semester hours each. Students must meet the following requirements:

BIO 317	Laboratory Management Seminar (3 s.h.)
BIO 325	Microbiology (3 s.h.)
BIO 330	Cell Biology (3 s.h.)
BIO 341	Genetics (3 s.h.)
BIO 346	Parasitology (3 s.h.)
BIO 452	Quantitative Applications in Biology (3 s.h.)
BIO 455	Immunology (3 s.h.)
BIO 427	Biochemistry I (3 s.h.)
BIO 428	Biochemistry II (3 s.h.)
BIO 475	Seminar* (3 s.h.)

*Not required for students holding an active Supervisor's License valid in Florida.

DEGREE REQUIREMENTS

Major:	Minimum 30 semester hours in upper level biology courses
Minor:	20 semester hours (MLT/MLS courses from a community college may be transferred.)
Math:	3 semester hours (MAT 107 and above may be transferred)
Chemistry:	Minimum of 4 semester hours, exclusive of MLT Clinical Chemistry. CHE 111 and CHE 112 with labs or their equivalent, must be transferred.
Computer:	Minimum 3 semester hours. (CAT 102 or CS 180)
Distribution Requirements:	45 semester hours (Out of the 45 s.h., students with associate 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 on or off-campus sites of Barry University. Students are required to take the Major Field Assessment Test (MFAT) in Biology.

OFF-CAMPUS SITES

Barry's evening outreach program offers classes in Miami Dade, Broward, West Palm Beach Sites. Classes meet one day a week from 6-10 p.m.

2. BIOLOGY MAJOR/HISTOTECHNOLOGY (Specialization) (B.S.)

The B.S. in Biology/Histotechnology Specialization is designed to prepare associate degreed students as histotechnologists. This specialization 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.

Histotechnologists must have patience, precision, fine manual dexterity, and the ability to work with minimal supervision.

ADMISSION REQUIREMENTS

Students seeking admission to the program must:

- complete an admission application;
- write a statement of purpose;
- complete an associate's degree (recommended in MLT, Chemistry or Biology);
- attain an overall cumulative GPA of 2.5 (on a 4.0 scale) in an associate 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 H.T.'s or H.T.L's with a minor in another field are eligible for admission upon approval of the director of the program. Credits will be transferred at the discretion of the Director.

CURRICULUM

The curriculum consists of lectures, laboratories and training at the clinical affiliate sites. Histotechnology Internships (BIO 484, BIO 489, and BIO 494) vary and are different from the classroom evening schedule. Students are required to meet the following requirements:

BIO	317	Laboratory Management Seminar (3 s.h.)
BIO	325	Microbiology (3 s.h.)
BIO	330	Cell Biology (3 s.h.)
BIO	341	Genetics (3 s.h.)
BIO	346	Parasitology (3 s.h.)
BIO	427	Biochemistry I (3 s.h.) (R)
BIO	428	Biochemistry II (3 s.h.) (R)
BIO	445/445L	Microtechnique (4 s.h.)

BIO	450/450L	Histology (4 s.h.)
BIO	455	Immunology (3 s.h.)
BIO	484	Histotechnology Internship (3 s.h.)
BIO	489	Histotechnology Internship (3 s.h.)
BIO	494	Histotechnology Internship (4 s.h.)
R = Recommended		

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Histotechnology Internships the student must present proof of medical insurance, current immunizations and a physical examination, to include annual TB screening (PPD), Diphtheria Inoculation tetanus (DTP), MMRx2, and Hepatitis B. All these documents must be presented before the student will be allowed to progress to clinical internship status. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program.

The minimal passing grade for each clinical Histotechnology Internship is Histotechnology Internship I "76" (C) or higher; Histotechnology Internship II "80" (C) or higher, and Histotechnology Internship III "85" (B) or higher. Should a student fail to meet a grade of "76" (C) or higher during the Histotechnology Internship I because of unacceptable clinical performance, that student will be placed on clinical probation. Failure to receive the minimal passing grade for Clinical Histotechnology Internships I, II or III will result in dismissal from the program. The grading scale for the Histotechnology Internships only is as follows:

94 – 100	= A
85 – 93	= B
76 – 84	= C

PREREQUISITES

Students holding an associate degree from an accredited community college may transfer the following courses:

Biology (4 s.h.)
BIO 122, BIO 220 or 225 or 230 or 240
Chemistry (4 s.h. as a minimum)
CHE 111 and CHE 112 with Labs or CHE 341 or CHE 152 with Lab or CHE 343
Math (3 s.h.)
MAT 107 and above

DEGREE REQUIREMENTS

Major:	Minimum 42 semester hours in upper-level biology courses
Minor:	20 semester hours (MLT or CHE or BIO) (Recommended but not required.)

Math:	3 semester hours MAT 107 and above
Prerequisite:	4 semester hours in Biology
Chemistry:	Minimum 4 semester hours exclusive of MLT Clinical Chemistry. Recommended CHE 111 and CHE 112 with Labs or CHE 341, CHE 152 or CHE 343.
Computer:	Minimum 3 semester hours. (CAT 102 or CS 180)
Distribution Requirements:	45 semester hours (out of the 45 s.h., students with associate degrees will need 6 s.h. in Physical or Natural Sciences and 3 s.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, in the Histotechnology teaching laboratory, Barry University. Histotechnology Clinical Internships training are offered at Clinical Affiliate Sites.

Miami-Dade County: Jackson Memorial Hospital, Palmetto General Hospital, Pan American Hospital.

Broward County: Memorial Regional Hospital, and North Broward Hospital District (Broward General Medical Center, Coral Springs Medical Center, Imperial Point Medical Center, North Broward Medical Center, and Bethesda Memorial Hospital). The remaining didactic major courses are offered at off-campus sites in Dade, Broward, and West Palm Beach.

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 on or off-campus sites of Barry University.

NATIONAL LICENSURE REQUIREMENTS

Upon successful completion of the MLT to B.S. in Biology program, the student will be eligible for Technologist certification by the ASCP, or NCA, or AMT after completion of at least one year of approved laboratory experience. Graduates from the B.S. Biology/Histotechnology program, approved by the Board of Clinical Laboratory Personnel, Florida Department of Health and NAACLS serious applicant status are eligible for ASCP certification. National examination by the Board of Registry and/or the State of Florida Licensure is not required for the Bachelor of Science degree.

3. SINGLE MAJOR IN BIOLOGY (B.S.)

The purpose of this program is to provide adult students that may be working during the day, the opportunity to earn a baccalaureate degree in biology. This program will provide students with the necessary educational background required to enter or advance in various health profession fields, as well as to continue their education in a graduate program.

Educational Objectives

1. Students can master the concepts, principles and knowledge of biology or biomedical sciences, can explain the application of the scientific method in biological and/or biomedical research, and are able to interpret graphs, diagrams and charts from the scientific literature.
2. Students can execute lab procedures within an acceptable range of error.
3. Students can write about scientific concepts and results, prepare a well-organized oral scientific presentation and be able to defend the conclusions, and use computer software to organize and to present data in tables and graphs.
4. Students can effectively employ electronic databases to conduct a scientific literature search.

ADMISSION REQUIREMENTS

For high school graduate (single major only): Submit official transcripts from a regionally accredited high school with an overall cumulative GPA of 2.5 or better (on a 4.0 scale), showing high school diploma or GED, including any A.P. college courses in Biology and Chemistry (with laboratories) with a minimum grade of "C" in each, and course work in English, Social Studies, Mathematics, and Natural Science. If a GED is submitted, official test scores from the school board must be mailed directly to the Health Sciences Admissions Office.

CURRICULUM

Students are required to complete a minimum of 40 semester hours (s.h.) from the following biology courses to meet the requirements of the biology major:

Required		Semester Hours
BIO 112	Botany	4
BIO 116	Zoology	4
BIO 122	Biological Foundations	4
BIO 220	Intro. to Human Anatomy or	
BIO 230	Human Anatomy	4
BIO 240	Intro. to Human Physiology	5
BIO 310	Marine Biology or	
BIO 312	Ecology	4

BIO 325	Microbiology or	
BIO 330	Cell Biology	4
BIO 440	Evolution or	
BIO 475	Seminar	3
Electives Recommended		
BIO 341	Genetics	3
BIO 346	Parasitology	3
BIO 427/428	Biochemistry I & II	6
BIO 450	Histology	4
BIO 452	Quantitative Applications in Biology	3
BIO 455	Immunology	3
BIO 476	Teaching of Biology in Secondary Education	3

DEGREE REQUIREMENTS

Major:	Minimum 40 s.h. in biology courses
Chemistry:	Minimum 12 s.h. (CHE 111/L & CHE 112/L plus CHE 152)
Math:	Minimum 6 s.h. (MAT 109 and MAT 110)
Computer:	Minimum 3 s.h. (CAT 102 or CS 180)
Physics:	Minimum 4 s.h. (PHY 151/L)
Distribution Requirements:	36 s.h.

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; courses in chemistry, math, and physics are offered through the School of Arts and Sciences. Transfer credits, if any, will be evaluated on an individual basis. Students are able to transfer up to 64 semester hours from a regionally accredited community college and an additional maximum of 26 upper-level semester hours from a regionally accredited university.

CERTIFICATE IN HISTOTECHNOLOGY

(One year program consists of 21 semester hours)

Prerequisites are:

An Associate Degree or at least 60 semester credit hours from a regionally accredited institution with a combination of 12 semester hours in biology and chemistry.

Required:

BIO	450/L Histology (4 s.h.)
BIO	445/L Microtechnique (4 s.h.)
BIO	484 Histotechnology Internship I (3 s.h.)
BIO	489 Histotechnology Internship II (3 s.h.)
BIO	494 Histotechnology Internship III (4 s.h.)

Electives:

BIO	317 Laboratory Management Seminar (3 s.h.) or BIO 300 (M6) Special Topics (3 s.h.)
BIO	352 Biochemistry or BIO 330 Cell Biology (3 s.h.)

International Students

International students who have completed all or part of their college course work outside of the United States at an internationally listed institution must submit their transcripts to an official international transcript evaluation service. Information about professional evaluating services in the United States is available from the Office of Health Sciences Admissions. Official transcripts and the international credit evaluation must be submitted to Barry University for admission and evaluation purposes.

Students are also required to obtain a score of at least 550 (213 on the computer-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

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 the Office of Health Sciences Admissions, 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.

Educational Objectives

1. The graduate will be able to discuss the various pharmacological agents utilized in cardiopulmonary bypass.
2. The graduate will demonstrate the ability to prepare and operate equipment related to cardiopulmonary bypass.
3. The graduate will be able to formulate a plan of action for variations or troubleshooting techniques during cardiopulmonary bypass.

4. The graduate will be able to formulate a personal philosophy consistent with the standard of professional ethics taught within the program and those stated by our National organization.
5. The graduate will be able to collaborate with other members of the Cardiovascular team and will be able to act as a resource person to other healthcare professionals and patients.
6. The graduate will be able to apply the theoretical foundation to competently complete all phases of Cardiopulmonary Bypass including pre, intra, and post-operatively.

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, and an overall GPA of 2.5;
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 the Florida Perfusion Society (FPS); and
5. satisfactorily complete a final written and clinical simulation 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 sacrifices and demands a high degree of integrity, self-sufficiency, motivation, discipline and highly developed study skills.*** Proof of medical insurance and a physical examination must be presented prior to matriculation. Proof of current immunizations, to include Annual TB Screening (PPD), Diphtheria Inoculation Tetanus (DTP), MMRx2, 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	Semester Hours
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
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Second Year

Fall Semester

Clinical Practicum II	12
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Spring Semester

Clinical Practicum III	12
Total Required for Graduation	69

The Cardiovascular Perfusion program will have one class annually and enrollment is limited. 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 —“76” (C) or higher; Clinical Practicum II —“80” (C) or higher, and Clinical Practicum III —“85” (B) or higher. Should a stu-

dent fail to meet a grade of “76” (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 “80” 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. The grading scale for the *Clinical Practica only* is as follows:

94 – 100 = A

85 – 93 = B

76 – 84 = C

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: Program Admission.

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: Program Admission.

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: Program Admission.

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. Prerequisite: Program Admission.

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.

OCCUPATIONAL THERAPY, (B.S.)

Douglas M. Mitchell, M.S., OTR/L, Director

The undergraduate Occupational Therapy Program at Barry University has prepared students for careers as occupational therapists since 1989. Because the program is designed for working adults, occupational therapy courses are scheduled on weekends.

In 1999, the American Occupational Therapy Association voted to move the education of occupational therapists to the graduate level. The last undergraduate students were admitted to Barry's Occupational Therapy Program in 1999. They are currently completing fieldwork requirements for the B.S. degree, as described in the 1999-2000 Undergraduate Catalog.

Barry University currently offers a weekend program leading to the Master of Science in Occupational Therapy. Information about program requirements and application procedures is included in the current Graduate Catalog.

A bachelor's degree is required for admission to the M.S. program. If you are interested in the Occupa-

tional Therapy Program, but have not yet completed a bachelor's degree, you may wish to contact the Director about choosing undergraduate courses which will support your application to the professional curriculum. Evening courses leading to baccalaureate degrees are offered through Barry University's School of Adult and Continuing Education.

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 a regionally accredited college or university, with a minimum grade point average of 2.70;
- official transcripts from all undergraduate institutions attended;
- receipt of official MCAT or DAT scores now or at the time of application to the Master of Biomedical Science Program;
- a typed personal statement describing your future goals; and
- three letters of recommendation: Two letters from undergraduate science faculty members, and one from an advisor or current employer.

CURRICULUM

- 8 s.h. Math (Precalculus)
- * 8 s.h. General Chemistry with Lab
- * 8 s.h. Physics with Lab
- * 8 s.h. Organic Chemistry with Lab
- * 8 s.h. Anatomy & Physiology with Lab
- * 4 s.h. 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 and satisfactory scores on the MCAT or DAT. (See Master of Science in Biomedical Sciences Program.)

Limited financial support may be available for this program.

The School of Natural and Health Sciences at Barry University 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, approximately 80% of the Track I students over the past 17 years have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine throughout the United States, including the Barry University School of Graduate Medical Sciences.

Students that are accepted into the Option I – 1 year master's degree program after completing the Post-Baccalaureate Program, may take some of the following courses with the first year podiatric medical students: Biochemistry, Histology, and Neuroanatomy.

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

Pegge L. Bell, Ph.D., R.N., Dean

Linda K. Perkel, Ph.D., R.N., Associate Dean

Faculty: Bagnardi, Bryant, Carr, Charron, Colvin, Gottlieb, Hacker, Harrison, Hatker, Hershorin, Lamet, Little, Maze, Medina-Shepherd, Papes, Parns, Schantz, Sutton

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, profes-

sional 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.

Outcomes

At the end of the baccalaureate program in nursing, students in each option will be able to:

- successfully manage the change process as evidenced by the ability to promote change within the context of professional values and self-reflection; modify nursing strategies to meet the needs of diverse populations; accept the process as dynamic; develop strategies in response to identified individual, community, and health related needs; and develop strategies to shape public policy.
- effectively communicate as evidenced by the ability to utilize various types of media in a variety of contexts; manage the multitude of relationships in the health care environment; adapt communication methods as appropriate to the circumstances; advocate for professional standards of practice; and participate in political, legislative, and regulatory processes.
- examine underlying assumptions about current evidence as well as human phenomena in order to make independent and interdependent clinical decisions as evidenced by the ability to utilize appropriate theories, models, and ethical frameworks to make sound clinical decisions; use self-reflection and collegial dialogue to guide professional practice; engage in creative problem stating and problem solving; evaluate nursing outcomes through assessment of client response to nursing interven-

tions; and recognize inconsistencies in the data and allowing for revision in plan of care.

- manage the complex, multidimensional, and collaborative process of leadership as evidenced by use of the skills of guiding, teaching, and persuading others to achieve group goals; coordinate, manage, delegate, and evaluate the care of individuals and groups across the life span; and collaboratively develop policies and strategies that promote healthy individuals, groups, and communities.
- engage in professional nursing practice as evidenced by the ability to utilize theory, research and practice based knowledge as a foundation for the diagnosis and treatment of human responses and experiences; demonstrate practices that are preventative, restorative, supportive and promotive within a framework of mind-body-spirit unity; utilize an interdisciplinary approach to guide the client through the healthcare system; and utilize outcome based practice to provide nursing care to individuals, families, and communities.
- demonstrate professionalism as evidenced by the ability to identify with and incorporating the knowledge, attitudes, values, and behaviors of the nursing profession; practice autonomous decision making and practice; develop a socio-political commitment to the profession; uphold the moral, legal, and humanistic principles of social justice.
- utilize research as evidenced by the ability to locate pertinent research information from multiple sources; analyze and evaluate valid and reliable multidisciplinary research; participate in collaborative analysis and promotion of nursing research; and utilize nursing research as the basis for individual nursing practice.
- utilize the teaching/learning process as evidenced by the ability to develop, implement, and evaluate a broad range of teaching/learning activities with individuals, groups, and communities; and value lifelong learning as an imperative for continued professional practice.

Curriculum

The faculty of the School of Nursing has developed a contemporary curriculum designed to prepare nursing students for professional nursing practice in the new millennium. The new program is grounded in Community Based Education (CBE). In community based education, each defined community is a unique, multidimensional context for learning. Educational opportunities provide a variety of healthcare delivery experiences that are determined by the needs and resources of both the community and the nursing program. CBE requires ongoing partnerships among students, faculty and community members.

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 change, communication, critical thinking, leadership, nursing, professionalism, research, and teaching/learning.

Accreditation

The program is approved by the Florida Board of Nursing, 4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207, and is accredited by the Commission on Collegiate Nursing Education. The master's nursing education program is accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Options

The baccalaureate degree in nursing may be earned in several ways, depending upon the previous education of the student. 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 heavier course loads are able to complete the Basic Option in three years. This 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.

The Accelerated Option may be chosen by students who have at least a bachelor's degree in another field and a 2.7 GPA in course work leading to a bachelor's degree, 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.

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 by a special membership in 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 underserved areas. The center provides a means for faculty and students in several academic disciplines to come together to respond to societal needs and health care reform.

The Center for Nursing Research promotes, assists, and facilitates nursing research within the School of Nursing and with its affiliating agencies. The Center's goals are to provide consultation, disseminate research findings, provide a forum for student-faculty sharing, sponsor an annual scholarly lecture for the professional community, and create an environment that perpetuates nursing scholarship.

The School of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

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 12 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 12 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.
- (2) Earned at least a C in each of the required science courses taken (anatomy, physiology, microbiology, biochemistry).

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.

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Normally the review and notification process takes 4 to 6 weeks after the complete application materials are received. Completion of the admission file is the responsibility of the applicant. Meeting the admission requirements does not guarantee admission to the School of Nursing. Admission decisions are an on going process. Enrollment is closed when all available slots are filled.

Admission to the School of Nursing does not guarantee progression to clinical nursing courses or gradu-

ation. 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 to practice professional nursing.

Background Checks

Some clinical sites require students to be fingerprinted, pass drug screening and background checks. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit a background check will be unable to remain in the nursing program. The School of Nursing will make reasonable accommodations to provide an alternative clinical site that meets program objectives for students not accepted by a clinical agency. An inability to meet clinical requirements to progress means the student's enrollment in the School of Nursing will be discontinued.

Progression to Clinical Courses

Admission to the university does not guarantee progression to the first clinical nursing course. The following are the criteria for progression to the first clinical nursing course, NUR 283-Health Assessment Across the Lifespan, which is taken in the sophomore year.

- (1) Completion of human anatomy, physiology, 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; and
- (5) submission of evidence of health status acceptable for the practice of nursing, health insurance (see Health Insurance, page 30), CPR certification, submission of background checks, and liability insurance. The liability insurance fee will be charged to all nursing students unless proof of other insurance coverage is provided to the Business Office.

The following are policies regarding continued progression in nursing:

- (1) NUR 221 must be taken prior to NUR 222
- (2) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to NUR 320.
- (3) yearly submission of a report of an examination indicating good mental and physical health, health insurance (see Health Insurance, page 30), CPR certification, and liability insurance.

The liability insurance fee will be charged to all nursing students unless proof of other insurance coverage is provided to the Business Office.

- (4) Any student withdrawing from or earning a grade lower than a C in any clinical nursing course, NUR 200, NUR 221, or NUR 222 must have written permission from the Student Affairs Committee to repeat 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 in nursing.
- (5) Only one lab/clinical nursing course, NUR 221, NUR 222 or NUR 200 may be repeated one time and then only with the permission of the nursing faculty. Failure in more than one lab/clinical nursing course, NUR 221, NUR 222 or NUR 200 will result in the student being unable to continue in the nursing program.
- (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. To progress into this option, the student must meet the following requirements:

- (1) earn at least a B in NUR 200, NUR 221, NUR 222, NUR 220, NUR 212, and NUR 283;
- (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 by the end of the sophomore year; and
- (4) earn at least a 3.00 cumulative grade point average.

At the end of the sophomore year, students eligible for the program will enroll in junior courses in the summer and fall semesters, and take their senior courses in an accelerated spring semester.

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	212	Therapeutic Nursing Interventions	2
DIN	271	Nutrition in Clinical Care	3
			Total 5

All other coursework remains the same as the Basic Option. 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 without having repeated a course;
- (4) completion of all prerequisite and liberal arts courses, prior to entering clinical nursing courses.
- (5) 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 May and ending the following May. If there is sufficient interest, other cohorts may be added.

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. Advance preparation should be made for financing that year. Some financial aid and loans are available, and students are encouraged to seek assistance from the Financial Aid Office. 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.

ACCELERATED B.S.N. TO M.S.N. OPTION

This option allows the student who holds a bachelor's degree from an accredited college or university in a field other than nursing to earn the B.S.N. and the M.S.N. in three years of full-time study with continuous enrollment. Students who wish to pursue this option must meet the admission requirements to the undergraduate and graduate programs. See the Graduate Catalog for the admission requirements to the graduate program. Graduate courses are taken in years two and three.

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.

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
- (3) 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 from the School of Nursing with course expectations. Proficiency exams are available for the following:

CHE 152	Biochemistry
BIO 220	Human Anatomy
BIO 240	Physiology
BIO 253	Microbiology
NUR 301	Nursing Research

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.

Nursing Credit By Examination

Registered nurses who are graduates of accredited associate degree programs in the State of Florida will be awarded 31 credits towards their bachelors degree after successfully completing 21 credits of nursing courses at Barry. There is a \$20 per credit fee for each credit awarded. Those RNs who do not meet this criteria earn 31 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 also awarded for success on either NLN or Excelsior College exams.

NLN Book I or Excelsior College Exam 554 (8 credits) in lieu of NUR 212 Therapeutic Nursing Interventions, NUR 320 Nursing Care of Families: Adult/Elderly

NLN Book II or Excelsior College Exam 457 (8 credits) in lieu of NUR 325, Nursing Care of Families: Parent/Child

NLN Book III or Excelsior College Exam 503 (5 credits) in lieu of NUR 380, Nursing Care of Families: Mental Health Nursing

NLN Achievement Test: Nursing Care of Adults Across Community Settings Part III (8 credits) in lieu of NUR 489-Management of Care and NUR 490, 491 Clinical Management of Care I & II

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. Tutorials will be taken for credit/no credit only. There is a \$20 per credit fee for each credit by examination awarded.

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:

1. completion of at least half of the credits for each of the following distribution requirements;
 - a. Philosophy/Theology 9 cr.
 - b. English/Speech 9 cr.
 - c. Science/Mathematics 18 cr.
 - d. Social/Behavioral Sciences 9 cr.
 - e. Arts/Humanities 9 cr.
 - f. Computer/Open Elective 8 cr.
2. All "Nursing Credit by Examinations" must be successfully completed prior to taking NUR 481. If the student is required to take a tutorial to complete the requirements for any of these four examinations, the tutorial must be successfully completed prior to enrolling for NUR 481.

R.N. Progression

R.N. students in the R.N. to B.S.N. Option must maintain at least a 2.00 GPA, earn at least a C in each nursing course, and maintain health insurance (see Health Insurance, page 30), CPR certification, and liability insurance. The liability insurance fee will be charged to all nursing students unless proof of other insurance coverage is provided to the Business Office.

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, NUR 483, NUR 493, Nursing Leadership or NUR 494 Directed Nursing Practice, the student must have permission from the Student Affairs Committee to repeat the course. Only one nursing course may be repeated.

In order to graduate with honors, a student must complete at least 56 credit hours at Barry University carrying letter grades of A, B, C, or D, and must have a cumulative grade point average of at least 3.50.

SEAMLESS R.N. to M.S.N. OPTION

Qualified R.N. students may directly enter into the R.N. to M.S.N. Option. This option leads to the BSN/MSN with continuous enrollment. Graduate credits applied to the BSN result in fewer required MSN credits. This option can be completed on a part-time or full-time basis.

Eligibility:

- (1) submit an application for undergraduate admission.
- (2) The GRE/MAT is waived for Barry alumni with undergraduate GPAs of 3.0 or above. The GRE/MAT is waived for other applicants with undergraduate GPAs of 3.2 or above. Applicants who have undergraduate GPAs of less than 3.2 will be required to take the GRE/MAT. A satisfactory score on the Miller Analogies Test (40 or

better) or the Graduate Record Examination (900 or better) taken within the last five years is required.

- (3) satisfactory results on the graduate nursing program English assessment test;
- (4) two letters of recommendation: one from a professional referee and one from the associate dean/director of the school where your BSN was awarded;
- (5) successful completion (within the last five years) of a statistics course which included descriptive and inferential methods; and
- (6) meet with the director for the graduate specialty in which the student is interested.

See additional information under Graduate Admission Requirements.

Continuation: To remain eligible to continue through this option, R.N. students must:

- (1) maintain at least a 3.00 GPA; and
- (2) earn a B or better in each nursing course (undergraduate and graduate).

R.N./B.S. to M.S.N. BRIDGE OPTION

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.

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 for clinical experiences in hospitals. 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 Pre/Corequisite Courses for students working on their first bachelor's degree (68 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 and Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
SOS		Any History, Economics, Geography, Political Science
ANT/SOC		Any Anthropology or Sociology
PHI		Philosophy Distribution
THE/PHI	353	Biomedical Ethics
THE		Theology Distribution
		Any Social Science Distribution
HUM and ARTS		
		Humanities <i>and</i> 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 credits):

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		One course in either of these areas
DIN	271	Nutrition in Clinical Care
PHI/THE		Philosophy <i>and</i> Theology courses (6 cr.)
THE/PHI	353	Biomedical Ethics
CS		Computer Elective

Nursing Major: Basic, Two-Year, Three-Year, L.P.N., and Accelerated Options (60 cr.)

Students accepted into the nursing program before Fall 2001 semester *remaining course work:*

NUR	378	Adult/Elderly Nursing: Biophysical Concepts
NUR	481	Community Health Nursing
NUR	496	Nursing Management

Students accepted into the nursing program on or after Fall 2001 semester:

NUR	200	Introduction to Professional Nursing
NUR	212	Therapeutic Nursing Interventions
NUR	220	Nursing Care of Individuals, Families, & Communities
NUR	221, 222	Pathophysiology/Pharmacology I & II
NUR	283	Health Assessment Across the Life Span
NUR	301	Research in Nursing
NUR	320	Nursing Care of Families: Adult/Elderly
NUR	325	Nursing Care of Families: Parent/Child
NUR	380	Nursing Care of Families: Mental Health Nursing
NUR	488	Healthcare Trends and Politics for Nurses
NUR	489	High Acuity Nursing of the Adult
NUR	490	Community/Public Health Nursing
NUR	491	Nursing Care of the Older Adult
NUR	493	Nursing Leadership

R.N. to B.S.N. and Seamless R.N. to M.S.N. OPTIONS (62 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 Distribution (3 cr.)
Theology Distribution (3 cr.)
Bio-Medical Ethics (3 cr.)
Computer Elective
Open Elective

Nursing Major: R.N. to B.S.N.; Seamless R.N. to M.S.N. Options (27 cr.) (In addition to 31 credits by validation or examination)

NUR	301	Research in Nursing
NUR	303	Professional Processes
NUR	481	Community Health Nursing
NUR	483	Health Assessment
NUR	493	Nursing Leadership
NUR	494	Directed Nursing Practice
NUR	510	Advanced Pathophysiology
NUR	520	Nursing Informatics

Course Descriptions— Nursing Prefix: NUR

(Theory credits, 1 cr = 15 hours; Clinical credits, 1 cr = 45 hours)

199 Special Topics (Theory 1-3)

Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interests.

200 Introduction to Professional Nursing (Theory 2)

Introduces the beginning-nursing student to the concepts, theories, and issues of the professional nursing role. Introduces the eight processes, which frame the undergraduate curriculum, within the context of the philosophy of the School of Nursing and a community-based program, which guides the total curriculum. The essential processes include change, communication, critical thinking, leadership, nursing, professionalization, research, and teaching/learning. Other concepts include mind-body-spirit unity and the cultural aspects of individuals. Facilitates an understanding of nursing's historical development and the role of the nurse in today's healthcare delivery system. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152

212 Therapeutic Nursing Interventions (Clinical 2)

Focuses on the acquisition of therapeutic nursing interventions that support, promote, restore, and optimize health in a variety of health care settings. Nursing interventions are mastered in the laboratory setting and provide a foundation for nursing practice. Prerequisites: NUR 200, 221, 283

220 Nursing Care of Individuals, Families, & Communities (Theory 3, Clinical 3)

Discusses health promotion issues ranging from the local community to a global perspective using the epidemiological and ecological models. Focuses on healthy individuals, families, and communities. Introduces students to health/illness factors as they explore health promotion, illness prevention, and systems protection. Prerequisites: NUR 200, 221, 283

221, 222 Pathophysiology/Pharmacology I & II (Theory 3, 3)

Focuses on alterations in the biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan. Course content includes the various classifications of pharmacologic agents and the action of the agents in relation to the pathophysiology of various physiologic human systems. Addresses the professional nursing implications for safe administration, observation for desired effects, and recognition and treatment of adverse drug reactions

and/or interactions. NUR 221 Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; NUR 222 Prerequisite: NUR 221

DIN 271 Nutrition in Clinical Care (Theory 3)

Introduces 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.

283 Health Assessment Across the Life Span (Theory 3, Clinical 1)

Introduces the concepts and skills of health assessment across the life span, including health history and interviewing. Students perform complete system assessments of well children, adults, and elderly clients in community settings. Prerequisites: BIO 220, BIO 240.

300 Special Topics (Theory 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 (Theory 3)

Introduces 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.

303 Professional Processes (Theory 3) (R.N. to B.S.N. and Seamless R.N. to M.S.N. only)

Examines the health care delivery system based on the 8 processes inherent in the curriculum: change process, communication process, critical thinking, leadership/management process, nursing process, professionalization process, research process, and teaching/learning process. Prerequisite: MAT 152, PHI 353, CS 180.

320 Nursing Care of Families: Adult/Elderly (Theory 3, Clinical 3)

Focuses on the professional practice of nursing individuals and families within the context of acute and restorative care environments. Emphasis is placed on the development of the role of nurse as provider and manager of care. Prerequisites: NUR 220.

325 Nursing Care of Families: Parent/Child (Theory 5, Clinical 3)

Focuses on meeting the parent-child and adolescent health needs of individuals and families within the community. Emphasis is placed on providing a continuum of care for at risk pregnant women, infants, children, and adolescents with acute or chronic conditions. Special focus placed on the unique role of nursing and its contributions to the parent-child health team. Prerequisites: NUR 320

378 Adult/Elderly Nursing: Biophysical Concepts (Theory 3, Clinical 3)

Extends and refocuses previously acquired knowledge of pathophysiological alterations applied to adult and elderly populations. Emphasizes clients experiencing multi-system problems. Clinical experience is in critical care facilities and includes a comprehensive physical assessment. Prerequisite: NUR 377.

380 Nursing Care of Families: Mental Health Nursing (Theory 2, Clinical 3)

Focuses on meeting the mental health needs of individuals and families within the community. Emphasis is placed on the nurse as provider and manager of care. Special focus is placed on the unique role of the nurse and the contribution of nursing to the mental health team. Prerequisites: NUR 320.

425 Wellness Promotion (Theory 3, Clinical 3) (R.N./B.S. to M.S.N. only)

Examines the transition from a technical to professional nursing role, integration and application of leadership, community health promotion theory. Explores 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.

459 Independent Study (Theory 1-3)

Provides 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 of the Undergraduate Program.

481 Community Health Nursing (Theory 3, Clinical 3)

Focuses 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, "Nursing Credit by Examination" (31 crs.) or tutorials."

483 Health Assessment (Theory 3) (R.N. only)

Introduces the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152.

488 Healthcare Trends and Politics for Nurses (Theory 2)

Introduction to the present realities of the healthcare industry, the stages of public policy development, and political activism. Focuses on paradigmatic shifts and trends impacting healthcare today, which will affect the new professional nurse. Connects policy and politics to practice. Prepares the student to proactively plan and function in a constantly changing healthcare environment, and empowers students to recognize their professional identities. Prerequisite: NUR 489.

489 High Acuity Nursing of the Adult 4 credits (2, 2)

Provides for the acquisition and synthesis of healthcare knowledge with an emphasis on the adult population in an acute care environment. Apply the nursing process, problem solving techniques, and critical thinking in caring for clients with multi-system disease processes.

490 Community/Public Health Nursing 4 credits (2, 2)

The theoretical and practical bases for public health nursing are presented. Knowledge from previous courses is integrated as students identify and analyze the health care needs of aggregate populations and independently plan and actualize public health intervention projects.

491 Nursing Care of the Older Adult 2 credits

Details the complex health needs and societal issues of the elderly in our society. Opportunity to manage the health care needs of older clients in a variety of settings while identifying the sociological and political challenges that are unique to clients in this age group.

493 Nursing Leadership (Theory 3, Clinical 3)

Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow's healthcare environment. Prerequisite: NUR 489. No prerequisite required for RNs.

494 Directed Nursing Practice (Clinical 3)

In depth study of one area of clinical nursing practice enabling the student to achieve greater depth and breadth of knowledge about the specialty area or to explore a new specialty area of interest to the student. Student will synthesize knowledge from core curriculum in completion of course objectives. Prerequisite: NUR 301, 303, 510.

496 Nursing Management (Theory 3, Clinical 3)

Introduces processes of management: planning, organizing, directing, and controlling as they relate to the professional practice of nursing. Examines political, economic, and legal dimensions that have an impact on current practice, and addresses predominant themes that play an integral part in nursing care delivery. 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.

510 Advanced Pathophysiology (3)

Compares and contrasts physiological and pathological changes that affect homeostasis of individuals across the lifespan. Current research based knowledge is applied to pathological changes in selected disease states.

520 Nursing Informatics (3)

Introduction to concepts of computer and information science as they relate to nursing informatics. Introduction and refinement of skills necessary to gather and dispense nursing data and nursing information as they relate to nursing science. Exploration of computer programs and software relevant to nursing administration, education, research, and practice (nursing knowledge).

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Stephen M. Holloway, Ph.D., Dean

Debra M. McPhee, Ph.D., Associate Dean

Sharron Singleton, D.S.W., BSW Director

Faculty: Berman-Rossi, Buffum, Bryson, Cherry, Cook, Ellis, Gray, Houston-Vega, Kelly (on leave), Mack, Molina, Moreda, Munnings, Nerette, Nuehring, Pierce, Ramos, Rodriguez, Rodriguez, Scott, Singleton, Sprague-Damon, Thurston, Tully, Uzzi, Whelley, Williams, Zide

HISTORY OF THE SCHOOL

In the wake of community upheaval and turmoil in the early and mid 1960's there was a demand for professionally trained social workers. As there was not a school of social work in South Florida, Barry University established the first graduate social work program in South Florida in 1966 to help fill this need. A Ph.D. in Social Work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession and community. In 2000, the School initiated a BSW degree program and is currently in candidacy for accreditation by the Council. In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who made a significant contribution to the reform and development of social welfare programs in the State of Florida.

THE MISSION OF THE SCHOOL

The mission of the school of social work is framed by the values, ethics and social commitments of the social work profession as well as those of Barry University. The school's primary purpose is the education of social workers for all levels of professional practice that is characterized by competence, quality, and dedication to the principles of social and economic justice. The school is committed to the development of professional social workers who are drawn from diverse communities and who are prepared to engage in social work practice that improves the quality of life within those communities. Through professional and continuing education, knowledge development and professional action, the school aims to enhance the

quality and effectiveness of human services and social well being throughout the region and nation.

PHILOSOPHY OF THE BSW PROGRAM

The BSW program will prepare students to be direct service generalist social workers. Much like a general practitioner in medicine, a direct service generalist social work practitioner must have a wide range of knowledge, methods, and skills. The worker must be able to work with individuals, families, small groups, and larger systems to promote the best possible relationships between people and their environments. Direct service refers to the activities the worker does to help consumers of service. These include individual, family, and group counseling; case management; education; advocacy; referral; and work on behalf of clients in agency change and community organization. Understanding the connections between the problems of clients and the communities in which they are nested, the worker is able to move naturally and seamlessly from work with individuals, families, or groups to work in the agency, neighborhood, community, local, or larger level as needed and to use various methods as needed.

The ability to move seamlessly from one level of work to another is the hallmark of a direct service generalist. The worker is able to move the work with their clients from the clients' personal struggles to their community struggles within their capacity of what can realistically be accomplished. The "larger systems work" of the generalist develops from their direct service work. Conversely, a worker engaged in community work will be able to move with constituents from their community struggles to help with personal

struggles where appropriate. The connections between personal and communal problems/resources are of paramount importance to the direct service generalist practitioners and they are facile in shifting the focus of work or of working with two or more foci. In addition, they are facile in using various methods as they work in the various foci.

This notion of seamless practice is the organizing principle of the BSW curriculum. The liberal arts distribution courses are selected to provide students with the cognitive tools and education necessary for the complex task of seeing, understanding, and assessing the connections between private troubles and public issues. This understanding is critical to seamless practice. The courses within the major will prepare the student for seamless practice.

GOALS OF THE BSW PROGRAM

Consistent with the Mission of the School and to fulfill the mission of the BSW Program, the following program goals were developed. The program will prepare students:

1. For seamless generalist social work practice in agency-based settings within the South Florida context;
2. To practice with, and on behalf of, diverse and multicultural clients and communities and with populations at risks, within a person-environment perspective;
3. To practice with a commitment to the alleviation of poverty, oppression, social injustice, and discrimination;
4. To practice guided by a social work identity, professional values, and ethical standards;
5. To practice with a clear understanding of the connections between public issues and personal troubles, and to seamlessly move from work at an individual level to work with larger systems both with and on behalf of clients
6. To engage in lifelong professional growth and learning.
4. Mutually develop and implement a plan for improving the well being of people based on mutual problem assessment and the exploration of obtainable goals and available options;
5. Link people with the systems that provide them with resources, services, and opportunities, and enhance their ability to do so on their own;
6. Work effectively on behalf of populations most vulnerable and discriminated against;
7. Demonstrate ability to work with people different from them in terms of race, class, ethnicity, gender, sexual orientation, physical or mental abilities, age, and religion;
8. Actively participate with others in creating new, modified, or improved service, resource and opportunity systems, that are more equitable, just, and responsive to consumers of services, and work with others to eliminate those systems that are unjust;
9. Apply critical thinking skills within the context of their professional social work practice;
10. Continually evaluate one's own professional use of skill, growth and development through assessment of practice behaviors and skills;
11. Articulate strategies of change that advance social and economic justice;
12. Communicate effectively in writing and verbally with clients, co-workers, colleagues, and other professionals;
13. Work effectively within an organizational setting; and
14. Understand the history of the social work profession and its current structures and issues.

Objectives

After completing the BSW program, graduates will be able to:

1. Effectively, appropriately, and ethically use social work skills to help individuals, families, groups, and communities;
2. Identify and assess the transactional nature of individual, family, group, agency, and community problems, knowing when the relationship between people and social institutions needs to be initiated, enhanced, restored, protected, or terminated;
3. Work seamlessly from individual, family, or group issues to agency or community interventions;

BACHELOR OF SOCIAL WORK (BSW)

ADMISSION REQUIREMENTS

All undergraduate students entering Barry University must apply to the University's Office of Admission. Students seeking admission to the undergraduate social work program must also satisfy the following additional criteria for admission to the School of Social Work:

Freshman Admission:

1. Total score of 970 on the SAT or 20 on the ACT
2. High school grade point average of 2.7

Transfer Admission:

1. College grade point average of 2.7 with no more than 5 Ws, Ds, or Fs
2. Students transferring as Juniors must complete the Request for Progression form in addition to University Application

As a program that prepares students for beginning professional social work practice, the undergraduate program admits only those students who have the academic and personal qualifications for the profession. An interview with an academic advisor may be required.

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Normally the review and notification process takes 4 to 6 weeks after the complete application materials are received. Completion of the admission file is the responsibility of the applicant.

Progression to Major Courses

Admission to the University does not guarantee progression to the 300 level courses or to the field-work and practice courses.

The following are the criteria for progression to the 300 level courses, which are taken in the junior year:

1. completion of Social Work 201 (Introduction to Social Work) with a minimum grade of 2.7;
2. attainment of a 2.00 (C) average in courses taken in the social and behavioral science block;
3. completion of at least 30 hours of the course work applicable to social work, including Sociology 201 and Psychology 281, with at least a C;

4. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit;

5. submission of the Request For Progression form.

The following are the criteria for progression into Field Instruction and Practice II (SW 471) which are taken concurrently in the senior year:

1. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry;
2. attainment of a 2.70 cumulative grade point average in all social work coursework completed at Barry;
3. completion of 1 year of volunteer experience;
4. submission of the Field Internship application form and acceptance into a field internship placement arranged by the field work office.

DISTRIBUTION REQUIREMENTS AND CO-REQUISITES

Students majoring in social work must exceed the University's distribution requirement of 45 hours. The Social and Behavioral Science area includes 18 hours bringing the total distribution/co-requisite hours to 54. The courses social work majors should choose from to fulfill the distribution and co-requisites are listed below. Required courses are indicated with an asterisk.

Written Communication (6 hours)

English 111	Freshman Composition and Literature
English 212	Processes and Strategies for Writing
English 210	Introduction to Literature
English 329	English Composition and Syntax
English 316	World Literary Masterpieces

Oral Communication (3 hours)

Communication 104	Interpersonal Communication
Speech 305	Theories of Communication

Theology (3 hours)

Theology 103	World Religions: Spiritual Experiences of Human kind
Theology 201*	Faith, Belief, and Traditions
Theology 303	Comparative Religion
Theology 327	Peace and Justice

Philosophy (6 hours)

Philosophy 154	History of Philosophy I
Philosophy 155	History of Philosophy II
Philosophy 260	Philosophy of the Human Person
Philosophy 212 or 152*	Logic or Critical Thinking *
Philosophy 292	Ethics
Philosophy 301	Contemporary Moral Issues
Philosophy 312	Philosophy of Ethics and Values
Philosophy 353	Biomedical Ethics

Fine Arts (3 hours)

Any Art, Music, Theatre, Dance, or Photography Course except 376 or 476

Humanities (6 hours)

Any 2 Spanish or French

Natural and Physical Sciences (9 hours)

Math 152*	Elementary Probability and Statistics *
Math 107	General Education Mathematics
Math 109	Precalculus Mathematics
Biology 120	Biology Overview for non-biology majors *
Biology 103	Biological Crisis
Biology 302	Human Biology

Social And Behavioral Sciences (18 hours)

Economics 201	Macroeconomics
Political Science 201*	American Government*
Political Science 209	Comparative Government and Politics
Political Science 301	American National Government
Political Science 309	Comparative Government
Political Science 320	Politics of Hate
Political Science 429	Public Policy and Administration
Sociology 201*	Introduction to Sociology*
Sociology 204	Social Problems
Sociology 307	Race and Ethnicity
Sociology 372	Social Stratification
Sociology 405*	Sociology of Race, Class, & Gender*
Sociology 410	Theories of Deviance
Sociology 455	Sociology of the Family
Psychology 281*	Introduction to Psychology
Psychology 306	Psychology of Women
Psychology 325	Theories of Personality
Psychology 370	Social Psychology
Psychology 382	Developmental Psychology
Psychology 413	Abnormal Psychology
History 201**	U.S. People & Ideas I
History 202**	U.S. People & Ideas II
History 306**	Twentieth Century America
History 389**	U.S. History from the Gilded Age to World War II
History 390**	U.S. History since World War II

** Must take at least one history course

Computer Proficiency (3 hours or a score of 75% on computer placement waiver test)

Computer Science 180	Introduction to Computers
CAT 102	Basic Computer Applications

Required Courses**1st Year and Sophomore Year**

SW 201 Introduction to Social Work

SW 352 Social Welfare Policy

Junior Year

SW 361 Human Behavior in the Social Environment I

SW 362 Human Behavior in the Social Environment II

SW 340 The Personal, Cultural, and Social Influences on Helping

SW 481 Research

SW 376 Practice I

Volunteer experience

Senior Year

SW 471 Practice II

SW 472 Practice III

SW 476 Practice IV

SW 491 Field I

SW 492 Field II

SW Elective

Minor in Sociology

Social Work students can earn a minor in sociology by completing 18 hours in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology classes:

SOC 201 Introduction to Sociology
 SOC 370 Social Psychology
 SOC 405 Sociology of Race, Class, and Gender
 SOC 423 Sociological Theory

Course Descriptions— Social Work Prefix: SW

201 Introduction to Social Work (3)

The introductory course will introduce the students to the profession of social work, but it will also introduce the students to seamless social work practice: social workers must be able to see the connection between social issues and individual problems and then to move from individual problems to helping efforts involving larger systems (and vice-versa).

340 The Personal, Cultural, and Social Influences on Helping (3)

The course explores approaches to and activities of helping in various cultures and societies. The significance of both giving and receiving help will be examined. The values associated with varying helping methods as well as their strengths and limitations will be explored. Stressed will be the importance of seamless social work practice, or seeing problems from multiple points of view and being able to help at individual, group, and community levels.

352 Social Welfare Policy (3)

The Policy Course will introduce students to the connections between society's organized public responses to personal problems. In addition, content on policy formulation, implementation, analysis, and change will reinforce and provide the context for seamless practice.

361 Human Behavior in the Social Environment I (3)

Seamless social work practice requires that students have a theory base that allows them to understand the connections among human behavior and the various social systems in which persons are embedded. This course introduces Ecological Perspective as a useful metaphor for understanding those connections necessary for seamless social work practice. The course then examines the various contexts for human behavior: 1.) society, culture, community, and the physical environment; 2.) complex organizations; 3.) schools and work sites, 4.) small groups, and 5.) families. Finally, this course will examine the place of genetics and biology in the ecological perspective.

362 Human Behavior in the Social Environment II (3)

This is the second in a series of two courses designed to provide theoretical knowledge, constructs, and insights on human behavior in the social environment necessary for seamless social work practice. Building on HBSE I, this course takes a life course model of psycho-socio-cultural development of individuals and families within the contexts examined in the previous HBSE course (i.e., society, culture, community, and the physical environment; complex organizations; schools and work sites; and small groups). Special attention will be given to the role of cultural differences arising from ethnicity, religion, and class; differences in female and male socialization; variations in sexual orientation; the influence of disability; and the effects of powerlessness and oppression on development.

376 Social Work Practice I (3)

Practice 1 will be taken in the spring of the junior year concurrently with a volunteer experience that was started the previous semester. This course will build on the content in SW 340 and focus more particularly on social work practice including the historical context of social work practice and the wide spectrum of settings in which services are provided. Students will be acquainted with the roles, methods, and skills of seamless social work practice. In addition, beginning skill development will occur as the helping process is introduced.

425 Community Organization

This course emphasizes definitions and utilizations of power as it relates to the history, philosophy, and practice of community organization. Students learn to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order; and plan and utilize strategies for bringing about change. Pre- or co-requisite: Practice 2

455 Ethnic Sensitive Social Work Practice

This course helps students develop a culturally sensitive perspective for work with members of minority groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with minority individuals, families, groups, and communities. Pre- or co-requisite: Practice 2

458 Social Work with Women

This elective introduces students to the psychological and social development of women. Special problems faced by women (e.g., divorce, battering, depression, eating disorders) are discussed, and feminist interventions described. Pre- or co-requisite: Practice 2

471 Social Work Practice II (3)

Practice 2 will be taken in the fall of the senior year and will be taken concurrently with a yearlong practicum. Building on the content covered in SW 340

and in Practice 1, this course will teach the knowledge and skills specific to seamless work, namely moving from work with individuals on their own behalf, to work with individuals and others in their own behalf (e.g., family and group work), and finally on to work with others in behalf of the client (e.g., advocacy, brokering, consultation). Students will examine the phases of the helping process starting with the initial phases and assessment.

472 Social Work Practice III (3)

Building on Practice 2 and taken in the spring of the senior year, this course will continue to examine the helping process with a focus on the ongoing and ending phases of practice. Beginning with assessment, students will learn how their problem definitions lead to varying opportunities and levels of providing help. Students will deepen their knowledge of seamless social work practice concepts and skills for providing service to individuals, families, groups, and communities and their application in work with different populations. This course will also emphasize work on behalf of clients through work in the environment. Fieldwork is taken concurrently with this course.

476 Social Work Practice IV (3)

This capstone course is designed to help students integrate the knowledge, values, and skills of seamless social work practice. Primary focus will be on the development of strategies and skills for changing dysfunctional structures, processes, and policies in communities and agencies that create or maintain unjust and oppressive conditions for clients. Professional dilemmas or obstacles encountered in the pursuit of change will be examined. Students will be expected to produce a final paper that demonstrates knowledge and skills for delivering social work services in an integrated manner. Fieldwork is taken concurrently with this course.

481 Social Work Research

Students will be introduced to the value of research in providing seamless social work services. Students will learn or be introduced to: How to document the occurrence of individual problems that occur to numerous persons on a caseload, in an agency, or a community; what are social indicators (what they are, how you find them, etc); how you get data and why you need to collect data; how to run focus groups; the use of data in program planning; program evaluation; which statistics are important; the importance and use of qualitative and quantitative research.

491 Field Instruction I (3)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement. Field Instruction I and II require a minimum of 560 hours.

492 Field Instruction II (3)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement. Field Instruction I and II require a minimum of 560 hours.

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 Social Work 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 junior and senior courses, and graduation from the School of Social Work must be able to meet the physical and emotional requirements of the academic program as well as performance expectations of professional social work practice. 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.

Social work is a practice discipline with cognitive, sensory, affective and psychomotor requirements, and the faculty have adapted a list of "Core Performance Standards." Each standard has an example of activities that a student would be required to perform while enrolled in a social work 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 judgment	Identify cause-effect relationships in critical situations, develop social work plans, problem-solving with clients and colleagues.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form in a manner that is positive, respectful, effective, and appropriate.	Explain helping process to clients. Converse with clients and engage in the helping process. Give oral and written reports to other helping professionals and collateral contacts
Sensory Skills	Sensory ability sufficient to observe, monitor, assess, and respond to client behavior and actions	Observe patient/client responses at a distance and close at hand
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation	Develop a mature, sensitive and effective relationship with clients

Attendance Policy

All courses taught in the School of Social Work adhere to the following attendance policy: A total of 6 class hours of absence can 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 complete the withdrawal during the designated withdrawal period.

The majority of coursework for the major and minor must be completed in residency.

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.

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Head Coach, Women's Crew	Paul Mokha, B.B.A.
Head Coach, Women's Golf	Roger White, M.S.
Head Coach, Men's Golf	Jimmy Stobs, B.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	Kyllene Weiss, B. S.
Head Coach, Women's Softball	Shelly Lis Hoerner, M.S.
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