

BARRY UNIVERSITY



2005-2006 Undergraduate Catalog

Barry University reserves the right to make changes to this catalog without notice.
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.

Inquiries, Applications and Credentials:

BARRY UNIVERSITY

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

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

Office of Admissions: (305) 899-3100
Toll Free: (800) 695-2279
Fax: (305) 899-2971
E-mail: admissions@mail.barry.edu

Office of Financial Aid: (305) 899-3673
Toll Free: (800) 695-2279
Fax: (305) 899-3104
E-mail: finaid@mail.barry.edu

SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

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

ACADEMIC CALENDAR

2005-2006

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

*Summer 2005

StART I	Thursday-Saturday, June 23-25
StART II	Monday-Wednesday, June 27-29

*Fall 2005

Orientation New Faculty	Monday, August 22
Assembly	Tuesday, August 23
Registration	Thursday-Friday, August 25-26
StART III	Thursday, August 25
New Student Orientation	Wednesday-Saturday, August 24-27
New Student Investiture	Friday, August 26
Classes Begin	Monday, August 29
Labor Day	Monday, September 5
Fall Holiday	Friday, October 14
Thanksgiving Holiday	Thursday-Sunday, November 24-27
Classes End	Friday, December 9
Final Exams	Monday-Friday, December 12-16
Commencement	Saturday, December 17

*Spring 2006

Registration	Thursday-Friday, January 5-6
New Student Orientation	Friday, January 6
Classes Begin	Monday, January 9
Martin Luther King Holiday	Monday, January 16
Spring Break	Monday-Friday, March 6-10
Easter Holiday	Thursday-Sunday, April 13-16
Classes End	Friday, April 28
Final Exams	Monday-Friday, May 1-5
Commencement	Saturday, May 6

SUMMER SCHOOL 2006

*Summer I

Classes Begin	Monday, May 8
Classes End	Friday, June 16

*Summer II

Classes Begin	Monday, June 19
Classes End	Friday, July 28

School of Adult and Continuing Education

Fall Term 2005	August 4 - December 9
Part A	August 4 - October 5
Part B	October 8 - December 9
Spring Term 2006	January 2 - May 5
Part A	January 2 - March 4
Part B	March 6 - May 5

TABLE OF CONTENTS

Academic Calendar	3	French, B.A.	106
Accreditation	6	French Minor	107
Mission Statement	7	Spanish, B.A.	108
General Information	8	Language and Literature Specialization ..	108
Admissions	11	Translation and Interpretation	
International	15	Specialization	108
Student Life, Division of Student Services	18	Spanish Minor	108
Dean of Students	18	Certificate Program Translation/	
Career and Counseling Center	18	Interpretation	109
Commuter Student Affairs	19	Non-Degree Programs	
Disability Services	20	Africana Studies	110
Leadership & Transition Services	22	Film Studies	111
O’Laughlin Intercultural Center	22	Humanities	111
Residential Life	24	Journalism	97, 112
Student Health Services	24	Italian	112
Student Activities	24	Department of Fine Arts	114
Volunteer and Community Service Center	26	Art, B.F.A., B.A.	114
Tuition, Fees, and Financial Aid	30	Painting and/or Drawing Specialization ..	115
Academic Information	39	Ceramics Specialization	115
Policies and Procedures	53	Graphic Design Specialization	116
Academic Resources	58	Art Minor	116
Learning Center	58	Art History Minor	116
CAL Program	60	Photography, B.F.A., B.A.	119
Transition in Language and Culture Program ..	61	Photo/Creative Specialization	119
BEC Program	62	Photo/Digital Imaging Specialization ...	120
Honors Program	62	Photo/Communication Specialization ..	120
Study Abroad	64	Photo/Biomedical and Forensic	
Division of Information Technology	65	Specialization	120
David Brinkley Studio	66	Photography Minor	121
Center for Excellence in Learning		Photography Certificate	121
and Teaching	65	Music, B.M.	123
School of Adult and Continuing Education	69	Music Performance Specialization	124
Bachelor of Professional Studies, B.P.S.	70	Musical Theatre Specialization	124
Bachelor of Liberal Studies, B.L.S.	71	Sacred Music Specialization	124
Bachelor of Public Administration, B.P.A.	73	Music Minor	124
Health Services Administration, B.S.	73	Theatre, B.F.A., B.A.	127
Bachelor of Science in Information		Acting Specialization	127
Technology, B.S.	74	Technical Specialization	128
Bachelor of Science in Legal Studies, B.S.	76	Dance Theatre Production Speciliazation ...	128
Bachelor of Science in Professional		Theatre Publicity Specialization	129
Administration, B.S.	77	Theatre Minor	129
School of Arts and Sciences	88	Dance Minor	129
General Studies, B.A.	93	Department of History and Political Science ...	132
Department of Communication	94	History, B.A.	132
Advertising, B.A.	94	International Studies, B.A.	136
International Advertising Specialization		Political Science, B.S.	134
.....	95	Pre-Law, B.A.	136
Advertising Minor	95	Social Science Minor	137
Broadcast Communication, B.A.	96	Peace Studies Minor	137
Broadcast Communication Minor	96	Non-Degree Program	
Communication Studies, B.A.	97	Geography	137
Communication Studies Minor	97	Department of Mathematics and	
Journalism Minor	97	Computer Science	139
Public Relations, B.A.	97	Mathematical Sciences, B.S.	139
Public Relations Minor	98	Computer Information Sciences, B.S.	145
Non-Degree Program		Computer Science, B.S.	144
Speech	101	Mathematics Minor	145
Department of English and		Computer Science Minor	146
Foreign Languages	102	Computer Information Sciences Minor	146
English, B.A.	102	Computers in Communication Minor	146
Literature	102		
Professional Writing	103		

Non-Degree Program		Athletic Training,	
Pre-Engineering	149	Five Year, B.S. to M.S.	208
Department of Physical Sciences	151	Exercise Science, B.S.	209
Chemistry, B.S.	151	Minor in Exercise Science	211
Biochemistry Specialization	152	Pre-Physical Therapy and	
Pre-Dental Specialization	152	Pre-Medicine Options	211
Pre-Medical Specialization	152	Exercise Science, Five Year, B.S. to M.S. .	211
Pre-Pharmacy Specialization	152	Physical Education, B.S.	213
Pre-Veterinary Specialization	152	Endorsements in Teaching	214
Environmental Chemistry		PE-TEP	215
Specialization	152	Sport Management, B.S.	217
Chemistry Minor	152	Minor in Sport Management	218
Non-Degree Programs		Diving Industry Specialization	218
Pre-Pharmacy	154	Minor in Diving Education	220
Physics	154	Golf Industry Specialization	220
Physics Minor	154	Sport Management, Five Year, B.S. to M.S. ..	221
Department of Psychology	156	Instructional Activities in Sport and	
Industrial/Organizational Specialization ...	157	Recreation (non-degree)	230
Psychology, B.S.	156	School of Natural and Health Sciences	232
Psychology Minor	157	Allied Health Professions – “3+1” Programs ..	233
Women’s Studies	159	Medical Technology, B.S.	233
Women’s Studies Minor	159	Cytotechnology, B.S.	233
Certificate in Women’s Studies	159	Diagnostic Medical Ultrasound	
Department of Sociology and Criminology ...	161	Technology, B.S.	233
Sociology, B.S.	161	Nuclear Medicine Technology, B.S.	233
Sociology Minor	162	Biology, B.S.	234
Criminology, B.S.	164	Major: Professional (Pre-Medical,	
Criminology Minor	164	Pre-Optometry, Pre-Dental,	
Environmental Studies, B.A.	165	Pre-Pharmacy, Pre-Podiatry,	
Department of Theology and Philosophy	167	Pre-Veterinary Specializations)	234
Theology, B.A.	167	3-Year Accelerated Option	235
Theology Minor	167	Biotechnology Specialization	236
Philosophy, B.A.	171	Ecological Studies Specialization	236
Philosophy Minor	171	Marine Biology Specialization	237
School of Business	175	Major: Non-Medical Specialization	237
Accounting, B.S.	177	Pre-Physical Therapy Specialization	238
Economics, B.S.	177	Pre-Physician Assistant Specialization	238
Finance, B.S.	178	Biology Minors	239
International Business, B.S.	178	Major for the Medical Laboratory	
Management, B.S.	178	Technician	244
Management Information Systems, B.S.	178	Histotechnology Specialization	245
Marketing, B.S.	178	Cardiovascular Perfusion, B.S.	247
Minor in Business	179	Environmental Science, B.S.	238
Minor in Economics	179	Chemistry Specialization	239
Minor in Management	179	Biology-Epidemiology Specialization	239
Minor in Management Information Systems ..	179	Biology-Marine Specialization	239
Minor in Marketing	180	Occupational Therapy	250
School of Education	187	Post-Baccalaureate Program	250
Elementary Education, B.S.	187	School of Nursing	252
Exceptional Student Education, B.S.	187	Basic Option, B.S.N.	257
PreK-Primary Education, B.S.	187	Two-Year Option, B.S.N.	258
School of Human Performance and		Three-Year Option, B.S.N.	258
Leisure Sciences	197	L.P.N. to B.S.N. Option	258
Department of Intercollegiate Athletics	199	Accelerated Option, B.S.N.	258
Campus Recreation and Wellness,		R.N. to B.S.N. Option	258
Department of	201	R.N./B.S. to M.S.N. Bridge Option	260
Department of Sport and Exercise Sciences ...	202	School of Social Work	264
Athletic Training, B.S.	203	Social Work, B.S.W.	265
Pre-Medicine Option	204	Trustees	273
Pre-Physical Therapy Option	204	Administrative Organization	274
Florida Teacher Certification Option	205	Administration/Faculty	282

ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, specialist, and doctoral degrees. The **graduate programs in Theology** in the School of Arts and Sciences are accredited by the Association of Theological Schools in the United States and Canada (ATS). The **School Psychology program** is approved by the Department of Education (DOE) of the State of Florida and by the National Association of School Psychologists (NASP). The **undergraduate and master's programs for the School of Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing. The teacher education programs in the **Adrian Dominican School of Education** and the **School of Human Performance and Leisure Sciences** (i.e., Physical Education) are approved by the DOE as standard **teacher training programs**, and, because of Florida's reciprocal certification agreement, are in a position to graduate students eligible for teacher certification in most states. The School of Education's **graduate PreK-Primary/ESOL, Elementary Education/ESOL, ESE/ESOL and Reading programs** are DOE-approved. The **Educational Leadership program** is also DOE-approved. The School of Education's **Counseling programs** in marital, couple, family counseling and therapy, mental health counseling, and school counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The **Montessori Education** early childhood and elementary programs are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The **Ellen Whiteside McDonnell School of Social Work's** B.S.W. and M.S.W. programs are fully accredited by the Council on Social Work Education. The **Doctor of Podiatric Medicine Program in the School of Graduate Medical Sciences** is accredited by the Council on Podiatric Medical Education. The **Physician Assistant Program** is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

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

approved by the Florida Department of Health, Board of Clinical Laboratory Personnel and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The **Athletic Training Program** is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP).

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

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

NOTICES

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

While this Catalog is a description of the graduate academic programs and regulations as of the date of publication, it is for information only and its provisions do not constitute an offer for a contract which may be accepted by students through enrollment at the University. The University reserves the right to change any provisions, requirements, or fees at any time during the student's period of study. The University further reserves the right to dismiss a student from the University for cause at any time. It also reserves the right to impose probation, suspension or expulsion on any student whose conduct or achievement is unsatisfactory. When a student is dismissed or suspended for cause, there will be no refund of tuition or fees paid. Neither will there be any refunds in the event the operations of the University are temporarily suspended as a result of any act of God, strike, riot, disruption, or any other reason beyond its control.

Students should conduct their academic affairs with honesty and integrity. If students are suspected of cheating, plagiarism, falsification of University records or otherwise misrepresenting themselves and/or their work, they will be subject to procedural due process.

More detailed information on the above is contained in the General Information Chapter of this Catalog and in the Student Handbook. Barry University students are responsible for the contents of both the University Catalog and the Student Handbook. The information in this Catalog supersedes all previous regulations, including tuition and fees previously published

THE MISSION OF BARRY UNIVERSITY

PURPOSE

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

VISION

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

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

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

Grounded in study and reflection and guided by prayer, Barry graduates will make responsible decisions

for the common good to help shape global communities where peace and justice prevail.

NATURE

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

ENVIRONMENT

Barry University, through its 10 academic schools, is a comprehensive university with its main campus located in Miami Shores, Florida with other sites throughout Florida. The University attracts a diverse student body, including traditional and non-traditional students from a variety of geographic, ethnic, religious and socioeconomic backgrounds who are committed to taking full advantage of the opportunities provided for learning and personal growth. The University seeks to recruit and retain a diverse faculty who enrich it with their own traditions and heritage, who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities and to serving both the University and the larger community in a multicultural environment. The University commits itself to excellence in teaching at all levels, and values its undergraduate, graduate and professional programs supporting their search for knowledge through research and study. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities.

GENERAL INFORMATION

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 9,000 students, served by well over 2,100 administrators, faculty members, and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

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

Located near the bustling downtown district of Orlando, the School of Law has assembled a faculty and student body committed to excellence in legal education. While retaining the intellectual challenge presented by traditional law school courses, the school has developed an extraordinary skills and clinical program. Students develop not only a thorough grounding in legal principles, but are provided the opportunity to develop advocacy, counseling, and mediation skills. With deep respect for all religious values, the School of Law provides an opportunity to develop the values that will provide lifelong commitment to ethics and service to the broader community. As a mission driven institu-

tion, the School of Law is committed to educating individuals to be excellent lawyers and valuable and contributing members of society.

Barry University has had six Adrian Dominican Sisters serve as president since its inception: Mother M. Gerald Barry, 1940-1961; Mother M. Genevieve Weber, 1962-1963; Sister M. Dorothy Browne, 1963-1974; Sister M. Trinita Flood, 1974-1981; Sister Jeanne O'Laughlin, 1981-2004; and Sister Linda Bevilacqua, July 2004 to the present.

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The physical plant includes 54 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University's 122-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

UNIVERSITY LIFE

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

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

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

STUDENT RIGHT TO KNOW ACT

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

GENERAL GRADUATION RATE DATA

Currently, the 6-year graduation rate is 41% for full-time, first-time freshmen entering in the Fall of 1998.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

BUILDINGS & FACILITIES

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

ADRIAN HALL—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Information Systems Center, 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 registrar, financial aid, classrooms, faculty offices, student lounge, and campus reception.

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

ARCHIVES AND HISTORICAL COLLECTIONS—The Barry University Archival Program, located on the second floor of **Lehman Hall**, was established in the fall of 1991 to manage and preserve inactive university records that have administrative, historical, or legal value and to make them available for use. It also receives the donated papers of faculty, staff, and alumni. The Historical Collections contain papers and memorabilia

of the Barry University founders, Congressman William Lehman's papers, the case histories and program files of Operation Pedro Pan/Cuban Children's Program—Catholic Charities. Materials in the Archives and Historical Collections are available for use by faculty, staff, students, and alumni.

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

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

DALTON-DUNSPAUGH HOUSE—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built in 1962. Re-named for the foundation which donated funding to build it, Dalton-Dunspaugh serves primarily as a first-year student 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 is comprised of art, photography, and music studios, lecture rooms, faculty offices, the departmental office of Fine Arts, the Pelican Theatre, and the **Shepard & Ruth K. Broad Performing Arts Center**, a 1,000-seat capacity auditorium.

FLOOD HALL—Built in 1987, Flood Hall 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, and School of Law 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 laboratory facilities for student instruction and research. Located in the quadrangle between Adrian Hall, Weigand Hall and Fine Arts, this facility also includes classrooms, seminar rooms, and offices for several science and allied health programs.

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

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

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

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

SAGE HALL—Built in 1984, Sage Hall was named after Robert F. Sage, 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 activity areas, including the Buc Stop snack bar, meeting rooms, post office, 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—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 APPLICANTS—Applicants who have at least twelve hours of acceptable college credit at one or more regionally accredited institutions.

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

GUEST APPLICANTS—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 APPLICANTS—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 applicant's 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 applicants. For details on admission, applicants 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 an applicant has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented as a supplement to the application for admission.

FRESHMEN APPLICANTS

Freshmen applicants 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 Educational Development Test) 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 applicants should refer to the Home Schooled Applicants section of this catalog.

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

Applicants planning to major in Nursing must present satisfactory completion of Algebra II and two units of laboratory science, including chemistry and biology. Prospective Nursing applicants must present a combined SAT I score of at least 970 or a score of at least 20 on the ACT. Nursing applicants should refer to www.barry.edu/nursing for application deadline dates.

Applicants planning to major in all Business majors except International Business must present a combined SAT I score of at least 800 or a score of at least 17 on the ACT as well as a 2.20 high school GPA. Applicants for the International Business major must present a combined SAT I score of at least 960 or a score of at least 20 on the ACT as well as a 2.70 high school GPA.

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

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

Applicants 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.

Home Schooled Applicants

Barry University welcomes applications from home schooled applicants. 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 earned at Barry University must be approved by high school authorities 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 APPLICANTS

Transfer applicants 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 applicants.

Applicants interested in pursuing the Cardiovascular Perfusion Program should refer to the appropriate section of the catalog for their admission requirements.

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

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 Applicants 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.

Applicants 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 applicant'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 an applicant applies for readmission, transfer credits will be re-evaluated according to the policies of the catalog year in which the applicant 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 earned at Barry University 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 applicants' 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. This articulation agreement does not apply to students who earned an Associate of Arts degree from the Florida Community

College system prior to January 1993. Those transfer credits will be evaluated on a course by course basis.

Students in the Florida Community College system can locate suggested and required courses that they should take to satisfy requirements for transfer to Barry 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. A list of equivalencies can be obtained from the Office of Transcript Evaluation. Advanced Placement credit cannot be duplicated either in regular courses or through the College Level Examination Program. Credits are accepted on a credit/no credit basis. A maximum of 30 credits will be accepted through the Advanced Placement Program. 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 applicants, 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 APPLICANTS/GUEST APPLICANTS

Non-degree applicants are those applicants who wish to earn credit but not pursue a degree from Barry

University. Guest applicants are those applicants who wish to secure credits to transfer to a college where they are already enrolled in a degree program. Both non-degree and guest applicants must submit the Non-degree Application for Admission. Non-degree applicants are required to submit proof of a high school diploma, or equivalent, as an admission credential. Guest applicants 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 applicants not currently enrolled must submit an official copy of the transcript from the last institution in which they were enrolled. Undergraduate applicants admitted to non-degree status are limited to 30 credits in this category. Non-degree-seeking applicants 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.

CAMPUS INTERCHANGE PROGRAM

Barry University is part of the five-campus Dominican Colleges Campus Interchange Program. 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, Siena Heights, Michigan; St. Thomas Aquinas College, Sparkhill, New York; and Barry University, Miami Shores, Florida.

Applicants wishing to spend a semester at Barry University as part of the Campus Interchange Program must:

1. Obtain the application for the Campus Interchange Program from their home school and sent it to Barry University, Office of Admissions, 11300 NE Second Avenue, Miami Shores, Florida 33161.
2. Complete Barry University's Non-degree Application for Admission.
3. Submit all official transcripts from previously attended and current institution(s).

Completed applications are reviewed as soon as all credentials are received. The Office of Admissions will notify the applicant of the decision in writing. Once an applicant is approved for admission, the Dean of the School of Arts and Sciences will receive an advising file from Barry's Office of Admissions.

Additional information may be obtained from the academic information section of this catalog.

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 ap-

plication 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 applicant was last enrolled, the dean of the school to which the applicant 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 applicant re-entering Barry University is bound by the policies dictated by the current catalog.

The Undergraduate Application for Admission must be completed by the applicant 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 applicants 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 APPLICANTS

For the purpose of admission to Barry University, an international applicant is one who has received secondary school and/or university-level education outside of the United States and/or a applicant who requires a student visa. For immigration purposes, an international applicant is one whose country of birth, citizenship, and permanent residency is 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 applicants, 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. Applicants 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, is 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 Culture (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 applicant 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. Applicants who complete master's level 112 at the ELS Language Centers are not required to sit for the TOEFL examination.

Applicants 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 Bureau of Citizenship and Immigration Services, SEVIS Certificate of Eligibility (Non-Immigrant "F-1" Student Status) will be provided to admitted applicants upon completion of all admission requirements and receipt of required financial statements. The financial statements should include:

1. A Financial Verification form indicating financial 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 applicant 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 applicants. Payment of tuition and fees is required at the beginning of each term. All checks should be made payable to Barry University.

International applicants 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 SEVIS 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 Bureau of Citizenship and Immigration Services permission.
- Keep a current passport and visa which are valid for at least four years into the future.

Arrival-Departure/School Transfer—Non-immigrant visa students are required to attend Barry University as indicated on the I-20 Eligibility form by Barry University and later approved and stamped 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 an applicant 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 Barry's Student Health Services Office. 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.

Admitted applicants 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: An admitted applicant 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 applicants (applicants without United States citizenship or permanent residency). Merit-based academic scholarships are available to qualified, entering international undergraduate applicants. These scholarships are available to first-year, as well as transfer applicants, on a competitive basis. In order to be considered, an application for admission must be submitted.

Scholarships are not available once applicants have matriculated at the University. All international applicants 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, alcohol & other drug education, managing the disciplinary process, and supervising the Center for Commuter Affairs, Center for Leadership Development and Transition Services, and Volunteer and Community Service Center. Other special initiatives include the Mentor Program, the Bookstore Lecture Series, and the Dean of Students Forum series.

CAREER PLANNING AND PLACEMENT SERVICES

Career Counseling

The Career Counselors provide counseling and development services to students, alumni, faculty and staff, in accordance with the University's mission imperative of a caring environment. The goal of the Career Planning and Placement Center 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 Planning and Placement 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 area employers to promote career development within the surrounding community. The Center offers 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. The Center is committed to serve all of Barry University's satellite campuses in this manner.

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

- 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)

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

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

Personal Counseling

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

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

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

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

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

CENTER FOR COMMUTER STUDENT AFFAIRS

Two thirds of the Barry University student body consists of commuter students. The purpose of the Center for Commuter Student Affairs is to meet the prac-

tical, social, academic, informational and advocacy needs of all the commuter students of the university, including undergraduate, graduate, ACE, and off-campus sites commuters.

The Center for Commuter Student 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 Center for Commuter Student Affairs provides an informal avenue of redress for commuter students' problems and grievances, which arise in the course of interacting with the institution.

STUDENT UNION OFFICE

Landon Hall #103, 305-899-4900

e-mail: infocenter@mail.barry.edu

Web Page: <http://www2.barry.edu/vpss/id.htm>

Hours of Operation:

Monday through Friday - 7:30am – midnight

Saturday and Sunday - 9:30am – midnight

* (Hours vary during holidays and summer terms)

Concierge Center and Information Desk

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

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

ID Services

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

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

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

Currently, the library, the computer lab, and athletic facilities are using our computerized magnetic stripe system. Therefore, those services can only be accessed with a valid ID Card. Sodexo food services, the Follett bookstore and most on-campus laundry fa-

cilities also accept the Barry ID Card as a mode of payment. However, money or a meal plan must be added to your ID card prior to make any purchases with your card. Bookstore and Laundry money can be added to the ID card account through Student Account Services (Adrian Hall Room 112). Student ID cards must be validated for each semester. To validate ID's students must present a current printout of classes or other acceptable proof of registration for the current term.

Union Facility Services

Room Reservation

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

Posting and Publicity

Only registered student organizations, academic units, university departments and approved non-university entities may publicize in Landon Hall. All publicity material intended for Landon Hall must be approved and by the Student Union Office. For more details simply stop by our office. Messages can also be posted on the Barry Television Information Channel. Request forms are available in our office or on the Student Web. Just go to www.student.barry.edu, click on Student Life, click on information center, and then click on the link "Information Channel Request Form."

DISABILITY SERVICES

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

Procedures and Guidelines

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

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

Appeals process

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

The Student may appeal any decisions related to their request for accommodations to the Director of Disability Services in writing within 10 days. Any position, paper, brief, medical documentation or other written material which the student desires to be reviewed shall be submitted together with the notice of appeal. The Director shall investigate and respond in writing to the notice of appeal stating his or her decision together with the reasons for either affirming or reversing either previous decision as to an accommodation or auxiliary aid. If the student wishes to appeal the decision of the Director, she/he may file a grievance with the University ADA Coordinator, Dr. Eileen McDonough.

Definition of an Individual with a Disability

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

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

The ADA also covers:

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

Eligibility for Services

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

In general, the less obvious the disability, the more information is required to assess a student's needs and make accommodation recommendations. Documentation should be recent (within the last 3 years) relevant, comprehensive, and where appropriate, should contain test scores and interpretation. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the university has the discretion to require additional documentation.

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

Documentation

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

General Guidelines for Documentation of a Disability

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

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

Accommodations: Procedures for Obtaining Accommodations

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

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

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

Course Substitution/Waiver Policy

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

O'LAUGHLIN INTER-CULTURAL CENTER

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

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

International students are required to be registered full time 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate and doctoral students. At all times, a student must make satisfactory progress toward completion of a degree program.

The Inter-cultural 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 mandatory 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 DS-2019 form, a valid passport, a valid visa and an arrival/departure card.

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

1. International Assistant Program
2. ICC Forums, Workshops and Events
3. Cross Cultural Training
4. Festival of Nations
5. Cultural Extravaganza

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

Internship Requirement — The United States Citizenship and Immigration Services (USCIS formerly

INS) defines “curricular practical training” as employment which is an integral or important part of your curriculum, including: internship, externship, practicum, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with Barry University. All international students **must** receive employment authorization on the back of their I-20D which would specify permission to engage in curricular practical training (cpt) and must be careful to limit cpt to no more than 20 hours per week. The student **must** be enrolled in school during their training in order to maintain lawful F-1 status.

CENTER FOR LEADERSHIP & TRANSITION SERVICES (CLEATS)

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

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

By providing information, advocacy, and targeted programming, the Center 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 Center for Leadership Development provides a pivotal link in strengthening the caring environment of Barry University which strives to provide a positive and holistic educational experience, which prepares students for successful collegiate careers and beyond.

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

TRANSITION SUPPORT PROGRAMS

The first year of college is critical to the long-term success of students. The difference between a successful first year and an unsuccessful one can be as simple

as getting help with a class or roommate. 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 2004. New students and their families are the honored guests at this ceremony.

Peer Assistants — Peer Assistants (PA) are full-time undergraduate students who assist first-year students in their academic and personal development. The peer assistant, under the direction and supervision of the Director of First-Year Programs, assesses mentors and intervenes to assist new students in their transition into a new academic, social, cultural and spiritual environment. The primary goal of this position is to assist

in the creation of a quality and supportive learning environment for new students through program delivery, resource identification and personal mentorship of new students.

Freshman and new students are also encouraged to enroll in the continuing orientation course (ORI 100) during their first 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.

LEADERSHIP DEVELOPMENT PROGRAMS

College is about more than what is taught within the walls of a classroom. It is about getting involved and becoming a part of campus life. To be an active member of the Barry University community, it is crucial that you develop leadership skills and abilities that will allow you to become involved in what is happening on this campus. From joining a student organization to volunteering in the community, leadership skills are a necessity. The personal development and growth that you experience will make you more organized, confident and capable of handling the responsibilities of college and your career. You will greatly enhance your ability to work in a more effective and efficient manner with a broader scope of people.

CLEATS provides Leadership Development through a program called BLAST (Barry's Leadership and Skills Training). BLAST is facilitated by a Leadership Team to aid students with opportunities to develop and enhance a personal philosophy of leadership that includes self understanding, respect for others and acknowledgement of responsibilities inherent in a community. Through a variety of programs, students can choose the course of action that best fits their needs and interests. Leadership programs offered through the Center include:

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

OFFICE OF RESIDENTIAL LIFE

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

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

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 CENTER

The Health Center located in Landon 104, is open from 9:00 a.m. to 5:00 p.m. Monday through Friday. For emergencies during the evening and weekend hours, student health advisors are available and can be contacted via the Residential Life Advisors (RA'S) or beeper system through the University Security.

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

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.

MULTICULTURAL AFFAIRS

Another function of Student Activities is Multicultural Affairs. Multicultural Affairs offers resources, programming and advocacy to students from racially and ethnically diverse backgrounds in order to ensure academic excellence at Barry University.

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

ARTS ORGANIZATIONS

Chamber Ensemble Association
Dance Club
Fiji Fashion Club

BUSINESS ORGANIZATIONS

Accounting Association
Beta Gamma Sigma
Delta Epsilon Chi
Delta Sigma Pi Business Fraternity
Eco/Finance Club
International Marketing
Sports Industry Association

COMMUNICATION/MEDIA ORGANIZATIONS

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

EDUCATION ORGANIZATIONS

BSW Network
Education Association at Barry
Student Council for Exceptional Children
Kappa Delta Pi Honor Society
Phi Delta Kappa Honor Society

GOVERNING ORGANIZATIONS

Campus Activities Board
Commuter Student Association
Interfraternity Council
Panhellenic Council
Residence Hall Association
Student Government Association
Student Organization Council

GREEK INTEREST GROUPS

Club Teke
Lynx
Sisters of Cultural Awareness

GREEK ORGANIZATIONS

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

HONOR SOCIETIES

Alpha Chi (Coeducational Junior and Senior)
 Alpha Epsilon Rho (Broadcasting)
 Alpha Mu Gamma (Languages)
 Beta Beta Beta (Biology)
 Beta Gamma Sigma (Business)
 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

Black Student Union
 Haitian Inter-Cultural Association
 Jamaican Association
 Latin American Students Association
 Trinidad & Tobago Student Association

HEALTH CARE ORGANIZATIONS

American Medical Students Association
 Biomedical Society
 Nursing Students Association
 Phi Epsilon Kappa Honor Society
 Pre Veterinarian Medical Club
 Psychology Club
 Sigma Theta Tau Honor Society
 Student Athletic Trainers' Association

POLITICAL ORGANIZATIONS

Bachelor of Social Work Network
 Hands of Change
 Political Science Club
 Student Government Association

RECREATIONAL/SPORTS ORGANIZATIONS

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

RELIGIOUS ORGANIZATIONS

Delta Epsilon Sigma Honor Society
 Kappa Gamma Pi Honor Society
 Theology Club
 Theta Alpha Kappa Honor Society

SCIENCE ORGANIZATIONS

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

SERVICE ORGANIZATIONS

Best Buddies Organizations
 Habitat For Humanity
 Hands of Change
 Pals 4 Paws
 Student Ambassador Team

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

Greek Life

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

Greek affiliation is an excellent way to enhance your college career. Governed by the Interfraternity 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

VOLUNTEER AND COMMUNITY SERVICE CENTER

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

Opportunities for involvement include:

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

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

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

HONOR SOCIETIES

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

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

SPORTS AND RECREATION

Barry's on-campus, Health & Sports Center includes an indoor gymnasium, a strength and conditioning center with a full complement of cardiovascular machines and free weight equipment, a human performance lab, a 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 and three-walled racquetball courts. Also located on campus are a new, state-of-the-art fitness center located in the Landon Student Union; a dance studio; an outdoor pool and a sand volleyball court. Students, as well as faculty and staff, are welcome to use these outstanding facilities. Participants are required to present a valid Barry ID for all recreational facility use.

Intercollegiate Athletics

Barry offers twelve varsity sports which compete at the NCAA Division II level. Barry University currently competes in 12 intercollegiate sports for men and women. Women's sports include basketball, golf, rowing, soccer, softball, tennis, and volleyball. Men's sports include baseball, basketball, golf, soccer, and tennis. Please refer to the Department of Intercollegiate Athletics section found elsewhere in this catalog under the School of Human Performance and Leisure Sciences. Opportunities are provided for students to "try out" for any of twelve sports by contacting the appropriate head coach. Barry has captured 6 NCAA Championship titles since 1989 (3 in Women's Soccer in 1989, 1992, and 1993; 3 in Women's Volleyball in 1995, 2001, and 2004)

Campus Recreation & Wellness, Intramurals, and Club Sports

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

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

Intramural sports carry 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 Landon Student Union fitness center, 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.

Wellness activities are the hottest activity classes on campus. Ranging from aerobics to yoga, Barry students can enjoy the cardio-vascular benefits of heart pounding activities, or meditate and stretch in classes designed to focus on inner strength. The variety of classes and the extensive schedule caters to even the busiest student.

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

Barry 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 Landon Union, first floor. Purchases may be made using cash, credit card, personal check, and/or University debit card. Items may also be purchased on line at www.barry.bkstr.com.

DINING SERVICES

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

Ultimate Dining Café:

(Landon Student Union, 2nd Floor)

Ultimate Dining offers restaurant-quality food with unlimited seconds! It's dining that places an emphasis on enjoyment – whether it's a Mardi Gras extravaganza or a traditional Thanksgiving feast. Ultimate Dining centers on quality and variety. Choose from the many culinary platforms we offer at Barry University: Classics (traditional entrees and sides); International (the ultimate sauté station); Pizzarette (pizzas, hot sandwiches and individual casseroles); The Grille (burgers, fries and more); Sub and Sandwich (made to order deli); Soup and Salad (fresh and healthy); Desserts (cookies, cakes and fresh baked treats); and Beverages.

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

Sports Bar: (Landon Student Union, 1st Floor)

The Sports Bar features Starbucks coffee and espresso drinks; freshly baked pizza (whole or by the slice); burgers, grilled sandwiches and fried favorites, plus a variety of cold beverages.

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Thursday, Starbucks from 7:30 AM – Midnight and the Grill from 11:00 AM – Midnight. On Friday, Starbucks is open from 7:30 AM – 5:00 PM and the Grill from 11:00 AM – 5:00 PM. The Sports Bar is closed on Saturdays. (Retail dining service is available at the Buc

Stop Café in Thompson Hall.) On Sunday, both Starbucks and the Grill are open from 12 Noon – 8:00 PM to accommodate the Sunday afternoon sports fans.

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

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

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Thursday, the Café is open from 7:30 AM – Midnight with Einstein's Bagels open from 7:30 AM – 8:30 PM and the Grill open from 7:30 AM – Midnight. On Friday, the Café is open from 7:30 AM – 6:00 PM with Einstein's Bagels open from 7:30 AM – 6:00 PM and the Grill open from 7:30 AM – 3:00 PM. On Saturday, the Café and Einstein's Bagels are open from 8:30 AM – 3:00 PM and the Grill is closed. On Sunday, the Buc Stop Café is closed. (Retail service is available at the Sports Bar in the Landon Student Union.)

Q Coffee Club

Q Coffee Club provides a selection of grab-and-go items, Espresso coffees, baked goods, smoothies, sandwiches, and some salads.

There are two locations to serve students, faculty, staff and guests – one in the lobby of Wiegand, and the other outside the south end of Garner. These are cash only operations at this time. Regular semester hours of operation are: Monday – Thursday 7:30 am to 8:00 pm. On Friday, the Wiegand location is open from 7:30 am to 3:00 pm and the Garner location is open from 7:30 am to 8:00 pm.

THEATRE

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

BARRY UNIVERSITY CIVIC CHORALE

The Civic Chorale is an organization dedicated to developing singing expertise and proficiency in interested individuals, all styles and periods of music. It is open to non-Music major students for course credit, and to interested community participants. The Chorale per-

forms in public concerts in the Fall and Spring in combination with the University Chamber Ensemble.

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

PUBLICATIONS

University publications include *Barry Magazine* and *Alumni Connection*, co-published three times a year, and *ForU*, an on-line, employee newsletter posted daily, all by the Department of University Relations. A number of schools and departments also publish their own newsletters. In addition, the *Barry Buccaneer* is written and published monthly by students.

ALUMNI ASSOCIATION

The Alumni Association is a national Board which meets four times a year on the Barry campus to plan the annual business of the Association. The Alumni Relations Office, located in the Vivian A. Decker Alumni House, 103 N.E. 115 Street, Miami Shores (across from the main campus) assists and supports the efforts of the Association and its clubs. The Alumni Association fosters scholarship efforts and promotes club activities. The Barry University Alumni Association provides the means for alumni to stay connected through the E-News electronic newsletter, on-line Alumni directory and the Alumni website www.barry.edu/alumni. Alumni achievements are featured in the *Alumni Connection* section of the "Barry Magazine." *The Barry University Alumni Benefits Brochure* details all services provided to the alumni.

Annual events include the Barry Alumni and Family Weekend (a celebration of the spirit of Barry and the memories of years past). The Bi-annual Distinguished Alumni Awards Dinner 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. Throughout the year, the Alumni Association hosts several family events, such as Breakfast with Santa and the Annual Easter Egg Hunt. Outreach programs have been a feature with alumni networking receptions offered throughout the state.

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.

2005-2006 TUITION AND FEE SCHEDULE*

Effective July 1, 2005-June 30, 2006

TUITION:

Undergraduate	
Full-time, 12-18 credits per semester**	\$10,675.00
Part-time, per credit	630.00
Credits in excess of 18, per credit	630.00
M.L.T. to B.S.—Biology	
(Adult Biology) per credit	415.00
B.S. Biology/Histotechnology (off campus) ...	415.00
B.S. Biology/Histotechnology (on campus)	570.00
Single Major in Biology	570.00
Fee for Adult Biology	
Program Lab Courses	75.00
BEC Undergraduate, per credit	75.00
Adult and Continuing Education,	
Undergraduate, per credit	340.00
Portfolio Registration	\$1,020.00
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, per credit	340.00
(discounts available for qualified students)	
CCAL Program, per term	2,150.00
School of Nursing Program Fees	
Accelerated and Basic Options	
1 st /Semester of Sophomore Year	\$440.00
1 st /Semester of Junior Year	170.00
1 st /Semester of Senior Year	195.00
RN Options	
One-time Fee Paid 1 st Semester	150.00
Summer I, 2004	630.00
Summer II, 2004	595.00

FEES:

Enrollment Deposit	\$225.00
International Deposit	1000.00
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
Special Course Fee (see class schedule)	Variable
Late Payment	500.00
Tuition Management System Late Payment	500.00
Late Registration Fee	100.00
Web Registration Late Payment Fee	250.00
Withdrawal Fee	225.00
Lost I.D. Card	15.00
Transcript, each	5.00
Health Insurance	Variable

HOUSING:

Room Deposit (mandatory)	200.00
Room Rate, per semester	
Triple/Quad	3,365.00
Double	3,700.00
Private	4,255.00

***NOTE: HEALTH INSURANCE FOR THE 2005-06 YEAR WERE NOT AVAILABLE AT THE TIME OF PUBLICATION. THE FIGURES LISTED HERE REFLECT THE COSTS FOR 2004-2005 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 (Fall) and A.C.E. (Fall), twelve to eighteen credits, in any combination Main Campus (Spring) and A.C.E. (Spring), results in the administration of the full-time rate of \$10,675.00.

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

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

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

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

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

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 may be subject to immediate deletion.

Web Registration Payment Arrangements

All payment arrangements must be made by 5:00 p.m. on the fifth business day following the date of registration or a \$250 late fee will be added to the student's account.

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 for 2005-2006, or a letter from his/her principal at the time of registration, is entitled to a 30% reduction on tuition for Education programs. 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.
- 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.

It is the student's responsibility to make sure that payments are made on the agreed due dates. Reminder notices will not be sent.

Barry also offers a two-payment plan for courses of 9 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 9 weeks.

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

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.

FLORIDA PREPAID COLLEGE PROGRAM

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

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.

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

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.

Withdrawal from the university prior to the start of class(es) incurs a \$250.00 fee.

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, or 30 days from the start of the semester, whichever comes first. The State requires a full refund of monies. This policy includes the Florida Resident Access Grant and the Florida Student Assistance Grant.

Refundable Credit

All refundable credits must be claimed within one calendar year.

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

Diploma/Grade Report/Transcript Release

As long as money is owed to the University, grade reports, 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.

FAFSA PRIORITY DATE: April 15th. The results of the Free Application for Federal Student Aid (FAFSA) should be received by the Office of Financial Aid before our priority date of April 15th, 2005 to ensure maximum funding opportunities.

DETERMINING ELIGIBILITY FOR FINANCIAL AID

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

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

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

In order to qualify as an eligible non-citizen, students must be permanent residents with an Alien Registration Card, Form I-551, I-151, or I-94, with a currently valid expiration date. Passports stamped with the notation «Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence» 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 fi-

ancial 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 sign your application either electronically with a PIN number, or by printing out the signature page and mailing it to the address specified.

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 other organizations. 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 varies 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 \$2300 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 April 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: <http://www.floridastudentfinancialaid.org/osfahomepg.htm>

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 \$15,500 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:

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 2004-05, 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

NOTE:

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

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. The student automatically applies for this grant when completing the Free Application for Federal Student Aid (FAFSA).

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.

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 and Math will be placed in these classes according to their level of proficiency. In each area, proficiency is determined by SAT or ACT scores.

Transfer credits in English 111 and 112 or 210 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.

Math Placement

All students will be placed in a Math course based on their level of proficiency as determined by their SAT or ACT scores or the results of a Math placement test.

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 095	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

ENG 095/111 Placement Testing is available to students with an SAT Verbal score of 470 or 480 (or an ACT English score of 20 or 21). Students with an SATV of 460 or below (or an ACT/E of 19 or below) are automatically placed in ENG 095. These students

are not eligible to take the placement test. Students with an SATV of 490 or above (or an ACT/E of 22 or above) are placed in ENG 111.

If, as a result of the ENG 095/111 Placement test, a student is placed in ENG 095, they must complete ENG 095 before taking ENG 111. Once a student has taken the Placement Test, they are not eligible to re-take the test.

Exceptions: Freshmen who have Advanced Placement Credit (AP). If a student has AP credit for ENG 111, placement will be in ENG 112 or 210. If a student has AP credit for ENG 112 or 210 only, placement will be in ENG 111. If a Freshman has AP credit in both ENG 111 and ENG 112 or 210, no further English is required.

Chemistry Placement

If SAT-M is less than 440, then CHE 110.

If SAT-M is 480 or more, than CHE 111.

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

Exemptions

Specifically exempt from this policy are second bachelor's degree candidates, students admitted into the Nursing Transition Program (RN/BSN), Nursing Accelerated Option, B.S. in Biology/M.L.S. and B.S. in Biology/Histotechnology and Cardiovascular Perfusion.

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.

Students can obtain copies of the approved lists of courses from their academic advisors.

Philosophy

Theology

Written Communication: Excluding ENG 095

Oral Communication.

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 require satisfactory completion of an integrative experience in the major field(s). Examples of integrative experiences are capstone courses or seminars, written or oral comprehensive exams, national certification or licensure exams, internships, and clinical 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
 Graphic Design
 Painting and/or 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 (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
 Finance (B.S.)
 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
 Sacred Music
 Nuclear Medicine Technology (B.S.)
 Nursing (B.S.N.)
 Accelerated Option, B.S.N.
 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

Three-Year Option, B.S.N.
 Two-Year Option, B.S.N.
 Philosophy (B.A.)
 Photography (B.F.A.) (B.A.)
 Photo/Communication
 Photo/Creative
 Photo/Digital Imaging
 Photo/Biomedical/Forensic
 Physical Education (B.S.)
 PE-TEP
 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.)
 Industrial/Organizational Specialization
 Public Administration (B.P.A.)
 Public Relations (B.A.)
 Social Work (B.S.W.)
 Sociology (B.S.)
 Spanish (B.A.)
 Sport Management (B.S.)
 Diving Industry Specialization
 Golf Industry Specialization
 Sport Management 5 year B.S. to M.S.
 Sport Management Minor
 Technology (B.S.T.)
 Theatre (B.A.)
 Acting
 Dance Theatre
 Dramaturgy Performance
 Technical Theatre
 Theatre Management
 Theatre Publicity
 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.

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.

Internship

Internship experience under qualified supervision. Requires a minimum of 120 hours. Department Chair and Dean approval required.

All international students **must** receive employment authorization on the back of their I-20D which would specify permission to engage in curricular practical training (cpt) and must be careful to limit cpt to no more than 20 hours per week. The student **must** be enrolled in school during their training in order to maintain lawful F-1 status.

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
	A-	3.70 honor points per credit
	B+	3.40 honor points per credit
Above Average		
	B	3.00 honor points per credit
	B-	2.70 honor points per credit
	C+	2.40 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 095, 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.
Course In Progress		
	IP	Course in Progress
No Credit		
	NC	No credit awarded; achievement below D level (C level in ENG 095, 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 1st 1/3 of the course
	WP/	
	WF	Grade earned for student during the 2nd 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 op-

tion 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 095, 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.

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.

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. Optimally, the program lasts four years, but it can be completed in 3, 2 or even just 1 year if you are majoring in a critically needed area. Depending on the program chosen, attendance at either a 4-week or 6-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 pro-

duce 2nd Lieutenants in the Air Force upon graduation. For more information, contact Captain McAndrew at (305) 284-2870.

Enrollment

There is no military obligation to sign up for AFROTC. To take classes students must be U.S. citizens or resident aliens, and must be U.S. 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 1.5-mile timed run, push-ups and sit-ups and pass a Department of Defense physical exam in order to be eligible for scholarships and ultimately commissioning.

Scholarships

A variety of AFROTC scholarships for 1, 2, 3 and 4 years are available on a competitive basis and include a \$600 textbook allowance per semester plus a non-taxable \$250 - \$400 stipend each month during the school year. Some scholarships provide full college tuition while others begin at \$15,000 per year. In selected academic areas, scholarships may be extended to meet a 5-year degree program recognized by the college. The 1-year program is for students preparing for occupations for which the Air Force has a special need. The majority of 2 to 4-year scholarships are for students pursuing degrees in certain fields of engineering, science, and math, with a limited number going to other academic degrees. 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 Foundations of the United States Air Force (Lecture 1, Leadership Lab* 0)

Aerospace Studies 101/102 is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: Air Force heritage, military customs and courtesies, Air Force officer career opportunities, Air Force core values, interpersonal communications, team building and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIS 201/202 The Evolution of USAF Air and Space Power (Lecture 1, Leadership Lab* 0)

Aerospace Studies 201/202 is a knowledge course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space age. Historical examples are provided to extrapolate the development of Air Force capabilities and missions to demonstrate the evolution of what has become today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force core values with the use of operational examples and historical Air Force leaders, and will continue to develop their communication skills.

AIS 301/302 Air Force Leadership Studies (Lecture 3, Leadership Lab* 0)

Aerospace Studies 301/302 is a course designed to examine several key aspects of leadership. The course starts with a basic overview of leadership and moves into basic skills in leadership. The curriculum then explores military relationships, taking an in-depth look at professional and unprofessional relationships. The course also directs the cadets' attention to advanced skills in leadership and concludes with ethics in leadership and a capstone lesson that engulfs a majority of the subjects covered in AIS 301/302.

AIS 401/402 National Security Affairs and Preparation for Active Duty (Lecture 3, Leadership Lab* 0)

Aerospace Studies 401/402 is a course designed to examine the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, the sister services, joint operations, law of armed conflict, the Uniformed Code of Military Justice and character development preparation for entrance into active duty. Continuing emphasis is placed on the refinement of communication skills.

*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 the Enrollment Officer, at (305) 348-1619 or e-mail at armyrotc@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. Any student enrolling in the MSL 3201/2 and MSL 4301/2 must have the approval of the department before enrolling. 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

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

MSL 2101 Individual Leadership Studies (2) MSL 2101L 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 2102 Leadership and Teamwork (2), MSL 2102L 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 3201 Leadership and Problem Solving (3), MSL 3201L 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 3202 Leadership and Ethics (3), MSL 3202L 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 4301 Leadership and Management (3) MSL 4301L Leadership Laboratory (0)

Builds on National Advanced Leadership Camp experience to solve organizational and staff problems. Dis-

cuss 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 4302 Officership (3), MSL 4302L 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 4400 United States Military History (3)

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

MSL _900-999 Miscellaneous, Supervised and/or Independent Study (1-3)

Supervised reading and independent study in United States Military History, writing requirements. Permission of the instructor is required.

All MSL Leadership Laboratories are scheduled on Thursdays from 11:30 a.m. – 1:45 p.m.

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 southeast 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 Catskill 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. These credits may be applied towards fulfillment of undergraduate degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both undergraduate and graduate degree requirements.

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.
Administrative Studies, M.A.
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.
Practical Theology, M.A.P.T
Psychology, M.S.
School Psychology, S.S.P.
Doctor of Ministry, D. Min.

Andreas School of Business

Master of Business Administration, M.B.A.
Master of Science in Accounting, M.S.A.
Master of Science in Management, M.S.M.
Postgraduate Certificate Programs:
Accounting, Finance, International
Business, Management, 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 Masters Degree in Sport Management & Business Administration with Andreas School of Business, M.S./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 de-

cision 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

Vivian Castro, Carol Clothier, Mark Rokhfeld, Esther Sampol, Michelle Stefano, Barbara Valdes

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 Learning Center actively seeks to provide professional assistance to all University departments in meeting the academic needs of their students. Emphasis is on provision of strategies to meet the demands of successful college writing, reading, mathematics, critical thinking, and test-taking. The Learning Center offers this intensive instruction through individual and small group work with professional staff, collaborative study groups, and technology-based, independent learning groups using computer-assisted and videotaped materials.

The 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, Mathematics Laboratory, and a Reading 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 writ-

ing assistance to the University community. The Writing Center serves the undergraduate population's needs for writing essays and research papers and assists graduate and postgraduate students with specific writing problems. The Mathematics Laboratory offers a full range of support for students on a one-to-one basis, supporting courses ranging from basic developmental mathematics through calculus, trigonometry, physics, and statistics. The Reading Laboratory provides academic counseling, diagnostic testing, and learning prescriptions to students who wish to improve their reading comprehension, vocabulary, and study skills.

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

The Learning 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 Laboratory.

MA 010 Mathematics Skills for General Knowledge Test - GKT (1)

Preparation for the Mathematics section of the GKT. 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. Satis-

fies requirement for students who must register for the GKT 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 091 or 093. 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 095 Basic English Composition (3)

Basic English Composition is a writing course primarily for first-year students who have not had instruction in a formal academic setting or students who need remedial English writing instruction. Writing assignments are given on a variety of contemporary topics. If a student is placed in ENG 095, he/she must successfully complete the course before taking ENG 111. CR/NC option only.

HUM 207 U.S. Culture (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 010 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 de-

velopment 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 is 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 cr.
SI 031 Statistics Laboratory	2 cr.
SI 040 Grammar & Syntax	1 cr.
SI 044 Conversations in English	1 cr.
SI 059 Writing for Research	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 and attention deficit disorders can succeed at the university level if given adequate and accessible professional support. The CAL Program is designed to meet the needs of students with learning disabilities and attention deficit disorders who have the intellectual potential and motivation to complete a university degree or graduate studies. It is a comprehensive, professionally staffed, and structured approach which aims to increase academic self-direction, socioemotional maturity, and career development. The goal of the program is to develop students' understanding of the skills and strategies they may employ to circumvent their individual disabilities successfully, in life as well as academia.

Services include:

- intensive, individual, subject area tutoring to improve reading, writing, oral communication, and mathematics skills needed at the university level;

- instruction in learning and study strategies based on individual needs;
- small-group subject area tutoring;
- academic counseling;
- individual and small-group personal and career counseling;
- testing and classroom accommodations; and
- advocacy with faculty to facilitate course success.

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

TRANSITION IN LANGUAGE AND CULTURE PROGRAM

Michelle A. Stefano, M.S., Coordinator

The Transition in Language and Culture Program (TLC) is a transitional program which fosters the development of language proficiency and cultural understanding 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. Courses in this transitional program do not count towards the degree.

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 knowledge base, the program is designed 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 095	Composition for ESL/EFL students (3 credits)
HUM 207	United States Culture (3 credits)

ELECTIVES

SI 044	Conversations in English (1 credit)
SI 040	English Grammar and Syntax (1 credit)
SI 041	Writing Strategies for HUM 207

BEC PROGRAM

Carol Clothier, Assistant Dean

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 com-

plete an application form. A transcript and a recommendation form from the high school must be sent to Barry University's School of Arts and Sciences.

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

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

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 will enable these students to challenge the frontiers of their ability.

Being an Honors Program (HP) student is translated into several academic rewards:

- HP classes have 10 – 15 students per class;
- Small class size means ample opportunity to engage in an in-depth classroom discussion;
- HP courses are reserved for HP students only;
- HP students have an opportunity to engage in an independent research (HON 479: Senior Honors Thesis), preparing them for their future graduate studies;
- HP students are eligible for paper presentations at the yearly National Collegiate Honors Council and Southern Regional Honors Council;
- HP students have access to the HP computer lab (located in Landon Student Union 202 O).

Qualification

To participate in the program as a first-year student, you must:

- Attain a minimum combined SAT score of 1250;
- Attain a minimum cumulative GPA of 3.70 in high school.

To participate as a transfer student, you must:

- Attain a minimum cumulative GPA of 3.7 from a regionally accredited university.

To participate as a second-year Barry student, you must:

- Attain a minimum cumulative GPA of 3.5 in your first year at Barry;
- Obtain a letter of recommendation from you academic advisor;
- Submit an admissions essay.

Scholarship Opportunity

The Honors Scholarship is guaranteed for the duration of your bachelor's degree program at Barry provided that you meet the program's requirements. HP requirements include:

- Meeting at least once a semester with the Honors Program Director to determine eligibility and report academic progress;
- Enrollment at Barry as a full-time undergraduate student (which requires completion of a minimum of 12 credits per semester);

- Registering for a minimum of one Honors Program class per semester;
- Maintaining a minimum cumulative GPA of 3.5;
- Completion of 21 credit hours in Honors Program courses.

Program Requirements

To participate in the Honors Program and to receive the designation of Honors Program participation on the final transcript, the Honors Program students must complete 21 credit hours in Honors Program courses.

Year 1 Semester Hours

Fall:

THE/PHI 191 H1 Judeo-Christian Doctrine* 3

Spring:

ENG 199 H1 Special Topics in Literature* 3

Year 2

Fall:

CHE/PHY/MAT 240 H1 History and
Philosophy of Science** 3

Spring:

HUM 199 H1 Dimensions of Culture I*** 3

Year 3

Fall:

SOC 394 H1 The World in America** 3

Spring:

HUM 300 H1 Dimensions of Culture II*** 3

Year 4

Fall:

HON 479 H1 Senior Honors Thesis or
Research Project*** 3

Spring:

HON 479 H1 (Students only register for HON 479
once in the Fall semester of the 4th year)

Total 21

*These courses will fulfill the University distribution requirements and Arts and Sciences general education requirements.

**These courses will fulfill the University distribution requirements.

***These courses will fulfill general elective requirements.

Course Descriptions— (HONORS PROGRAM ONLY)

ENG 199 H1 Special Topics in Literature (3)

Content to be determined each semester. Honors Program students will take this course in lieu of ENG 112 or 210. Prerequisite: ENG 111.

THE/PHI 191 H1 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. Honors Program students will take this course in lieu of THE 201.

CHE/PHY/MAT 240 H1 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from a historical and philosophical perspective. The connection between the disciplines of chemistry, physics, and mathematics will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized.

HUM 199 H1 Dimensions of Culture I (3)

This course addresses the importance of understanding theory and its relationship to how society/culture is produced and sustained. Various theoretical/philosophical assumptions that contribute to the production of cultural knowledge will be examined.

HUM 300 H1 Dimensions of Culture II (3)

This course will address the importance of theory in understanding and studying the concept of culture. The course will examine how culture is shaped by major social institutions and how these institutions shape cultural products such as literature, film, and art. The underlying assumption that guides the dominant cultural standards of America will be evaluated. Prerequisite: HUM 199 H1.

SOC 394 H1 The World in America (3)

The central focus of this course is to analyze and understand current relations of inequality within the context of the United States and Latin America – particularly as they relate to race and class.

HON 479 H1 Senior Honors Thesis/Research Project (3)

Students will conduct an original research that stems from a collaboration between the student's academic major and the Honors Program's curriculum. Topic must be approved by the Honors Program's director and an examining committee. A supervisory committee will oversee the thesis/project.

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.

ANDREAS SCHOOL OF BUSINESS STUDY ABROAD PROGRAMS

The Andreas School of Business Study Abroad Program offers students in the School of Business the op-

portunity to study in another country during one of their semesters at Barry University. The program is an ideal way for students to experience the culture of the country and to learn and practice a foreign language. The locations currently available are: London (United Kingdom), Madrid and Seville (Spain), Monterrey (Mexico), Geneva (Switzerland), Vienna (Austria), Leiden (Netherlands), Quito (Ecuador), Nuremberg (Germany), Santiago (Chile), Ch-am (Thailand), Shanghai (China) and Bucharest (Romania). The Study Abroad Program also provides International Business majors with the possibility of doing an internship abroad. This internship would fulfill the international internship course requirement for International Business majors.

Students interested in studying abroad need to plan well in advance in order to ensure that the study abroad experience fits into their degree program appropriately. In addition, application deadlines for the various locations can be very early. Students who would like to obtain more information on the program should contact Orlando R. Barreto, Undergraduate Advisor for Academics, Internships and Study Abroad, at the School of Business.

DIVISION OF INFORMATION TECHNOLOGY

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

CENTER FOR EXCELLENCE IN LEARNING & TEACHING (CELT)

Linda Cahill, Ph.D., Assistant Dean for Distance Education Support and Director and Instructional Designer

The Center for Excellence in Learning & Teaching (CELT) supports faculty and staff in the effective use of instructional and workplace technologies. Training is regularly held for small groups in the CELT training lab, Library 301, and it is also customized according to topic, time, and location of training participants. Support is not limited to groups in the training lab; it is also provided on an individual "office visit" basis. CELT conducts orientations for students on topics such as the use of Barry's course management platform, and it collaborates with the Faculty Senate to provide special faculty development events. Registration for small-group workshops is through Barry's intranet main page, <http://bucwis.barry.edu> ("Employee Development/Training»).

The training curriculum is posted in the CELT Newsletter, <http://celt.barry.edu> ("Training"). Customized training, student orientations, or office visits can be arranged by calling 305-899-4005. CELT's physical resources include a teacher's station in Library 302 with one computer, a scanner, and several software products that are not currently standard in Barry office-computer configuration. A full list of this software is available in the CELT Newsletter, <http://celt.barry.edu>. The training lab has 12 computers. Please call 305-899-4005 for guidelines on equipment and lab use.

DESKTOP COMPUTING SERVICES

Viju Koottungal, M.B.A., Director

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

IT SUPPORT DESK

Darrell D. Duvall, M.S., Director

The IT Support Desk provides a wide range of services for students on and off campus. 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 everyday between 8:30 a.m. – 10:00 p.m. The IT Support Desk can be contacted by calling (305) 899-3604, by visiting the support website at <http://help.barry.edu>, or by sending e-mail to helpdesk@mail.barry.edu.

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

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

INSTRUCTIONAL COMPUTING SERVICES

Hernan Londono, M.S.I.T., 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

Vladymir Bertrand, B.S., Manager

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

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

Lab Hours (During Fall and Spring Semesters)

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

Sunday	12:00 PM – 10:00 PM
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) 899-3893 or at Barry University Web site.

Printing Services

Laser printing is available in the main lab for a fee of 5 cents per page. Color printing costs \$1.00 per page for plain paper printouts and \$1.50 for color overhead transparencies. The cost of making thermal black transparencies is 50 cents each.

Audiovisual Department

Lynch Hymn, B.L.S., Manager

The Audiovisual Department provides, maintains, and supports audiovisual equipment throughout the main campus. Mobile computers and projection systems are only a few of the equipment that faculty and staff can check out. Students need to coordinate with their professors if they need equipment for presentations. Faculty and staff can reserve equipment online at <http://bucwis.barry.edu/doi2/instructional/audiovisual/default.htm>. Twenty-four hour advance notice is required to reserve equipment. For additional information, please call (305) 899-3764.

David Brinkley Studio

Mary Rode Worley, B.A., Production Coordinator & Studio Manager

The David Brinkley Studio provides resources for Communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the 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., Assistant Dean of Library Services, Director

The Monsignor William Barry Memorial Library provides material and services in support of the educational objectives of the University. Students have access to a collection of 910,528 items; over 250 electronic databases many with full text availability; and over 2,000 journal titles.

PUBLIC SERVICES

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 educa-

tion, 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, M.S., 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., Associate 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 platform. These computers are the primary servers for "BARRYPNET," the campus-wide Ethernet network. They collectively provide network file and print services, electronic mail services, online library applications, special applications for instructional purposes, and the hosting of Barry's Internet, Intranet, and instructional web servers. The Internet domain for the University is "barry.edu." World wide access via the Internet is available at <http://www.barry.edu>

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.

UNIVERSITY WEB SERVICES AND INTERNET MARKETING

Michel Sily, B.S., Director

University Web Services creates Barry’s Internet and intranet sites in order to effectively assist in marketing the University, provides accurate information to the various constituencies of the University, and provides efficient methods of communication for community members. As such, University Web Services supports all schools, offices, faculty, and students of the University. In addition, it is responsible for maintaining Barry University’s presence on other Internet sites, including search engines, and for designing and implementing electronic campaigns.

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, D.B.A., Assistant Dean

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

Ellen Scarborough, M.S., Assistant Dean

Faculty: Alexandrakis, Braunstein, Brock, Davis, Deeb, Feito, Horner, Kinzel, Loutzenhiser, Luckett, Maybee, Mitchell-Reed, Meloun, Nownes, Olson, Orman, Pita, Provitera, Quinn, Mitchell-Reed, Rushing, Scully, Swaner, 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 de-

gree 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/MAJOR 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 Arts in Administrative Studies (M.A.)

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.

MATHEMATICS SKILLS PLACEMENT

The Mathematics Skills Placement must be taken by students who do not have college-level mathematics transfer credits accepted by Barry University and must be taken during the first semester (Session A and B) at Barry. The Mathematics Skills Placement consists of forty multiple choice questions which the student will have one hour to answer. The scores will be converted to course placement as follows:

Correct answers

0-27

28-31

32 or more

Course

Mathematics
Skills Review
(MA 050)

MAT 107

MAT 107 or
MAT 152

The Mathematics Skills Review must be taken within the first year and subsequent mathematics classes need to be taken as soon as possible following the review, as delay in taking the mathematics classes may lead to a loss of proficiency in the subject matter.

The Mathematics Skills Review is a series of developmental sessions that does not carry academic credit and is offered to students free of charge. Attendance is required at all nine weekly 2 _ hour meetings.

ENGLISH PLACEMENT TESTING

Before or during their first semester of enrollment, students must take the English Placement Test during which they have 50 minutes to write a brief essay on one of two general interest topics. The essays are evaluated by two experienced teachers of ACE English composition courses who must independently arrive at the same conclusion about the essay's correct placement. Possibilities are: ENG 212, ENG 329, or exemption from English composition. Since students must take a course in English composition during the first or second semester of enrollment, they are advised to sit for the English placement test as soon as possible.

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: Exercise Science, Health Services Administration, Human Resources, Information Technology, Network and Systems Engineering, Professional Administration, Public Administration or Sport Management.

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: an experiential learning resume, a learning assessment worksheet, an autobiographical learning essay and documentation.

Students must demonstrate 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 semesters 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.

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.

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight weeks after the submission deadline. 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 Portfolios 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.

The portfolio administrative fee is due upon submission of the portfolio and it is equal to the price of a three credit course.

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:

Exercise Science
Health Services Administration
Human Resources
Information Technology
Network and Systems Engineering
Professional Administration
Public Administration
Sport Management

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/Human Services, 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

lio provides the mechanism for translating documented learning experiences into Barry University credit.

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

Students must demonstrate 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 semesters 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.

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.

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 Portfolios 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.

The portfolio administrative fee is due upon submission of the portfolio and it is equal to the price of a three credit course.

**DISTRIBUTION REQUIREMENTS:
45 CREDITS**

**PORTFOLIO:
UP TO 30 CREDITS**

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

**AREA OF SPECIALIZATION:
24-30 ELECTIVE CREDITS**

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

- Behavioral Sciences (24 credits)
- Humanities (30 credits)
- Legal Studies (24 credits)
- Psychology/Human Services (24 credits)
- Social Welfare (24 credits)

University policies regarding an area of specialization are as follows:

1. An area of specialization consists of no less than 24 credit hours but no more than 30 of appropriate and approved course work (24 credits for legal studies, 30 credits for humanities, 24 credits for psychology/human services, behavioral science, and social welfare).
2. 18 of the 24 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers for the specialization in legal studies, behavioral sciences, psychology/human services and social welfare and 24 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers for the specialization in humanities.
3. 18 of the 24 credit hours must be in upper division courses, namely, 300 and 400 level courses for the specialization in legal studies, behavioral sciences, psychology/human services and social welfare. 24 of 30 credit hours must be upper division courses for the humanities specialization.
4. Only one Special Topic course may be included in the specialization. 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. Prerequisites 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 "Additional requirements")

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 Development
ADM 412	Quality and Productivity
ADM 464	Strategic Human Resource Development

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. Licensure credits (*see Assessment of Prior Learning Fact Book* for list of licenses) may not be applied to any area of the student's major in public administration but may be used in general electives.

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 totaling 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.

**DISTRIBUTION REQUIREMENTS:
45 CREDITS**

PORTFOLIO REQUIREMENT:

UP TO 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
HSA	499	Capstone in Health Service Administration

Restricted Electives 12-15 credits

HSA	301	The Health Care System
HSA	459	Independent Study in Health Care
ADM	(any ADM prefix course)	
PUB	404	Concepts and Issues in Public Planning
PUB	406	Human Resources in the Public Sector
PUB	409	Contemporary Issues in Public Safety
PSY	329	Understanding and Coping with Stress
PSY	410	Group Dynamics and Decision-Making
PSY	417	Psychology of Aging
PSY	423	Industrial Psychology

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 Administration, Network and Systems Engineering, Web Applications and Software Design, and Telecommunications 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:

3 CREDITS

MAJOR CORE

30 CREDITS

SPECIALIZATION OPTION

15 CREDITS

PORTFOLIO OPTION

UP TO 30 CREDITS

ELECTIVES

VARIABLE

MINIMUM TOTAL DEGREE

REQUIREMENTS

120 CREDITS

PREREQUISITE COURSES

3 CREDITS

CAT 102 Basic Computer Applications*

Major Core Courses

30 credits

IT 190 Microcomputer Basics*

IT 200 Foundations of Information Technology*

IT 310 Telecommunication and Computer Networks

IT 320 Computer Security

IT 338 Web Design, Authoring and Publishing

CS 372 Software Engineering

IT 400 IT Project Management

CS 426 Databases

IT 499 Integrated Capstone Project

Approved 3 credit upper-level IT, CS, NSE, elective

*Students may attempt to earn "Credit by Examination"

NETWORK AND SYSTEMS ENGINEERING

SPECIALIZATION

15 CREDITS

NSE 210 Network Administration

NSE 310 Client Operating System

NSE 320 Server Operating System

NSE 405 Managing a Microsoft Network

Approved 3 credit upper-level NSE elective

Current List of Approved NSE electives:

NSE 330 Working with Cisco LAN Hardware

NSE 415 Linux Operating System

NSE 425 Advanced Directory Services

INFORMATION SYSTEMS ADMINISTRATION

SPECIALIZATION

15 CREDITS

IT 403 Customer Service Information Systems

IT 450 Administrative Information Systems

ADM 303 Administrative Theory and Practice

ADM 320 Planning, Budgeting and Finance

Approved 3 credit upper-level IT, CS, NSE elective

TELECOMMUNICATIONS SPECIALIZATION

15 CREDITS

- IT 351 Voice and Digital Communications
- IT 402 Advanced Topics in Signaling Systems
- IT 440 International Telecommunications
- IT 460 Wireless Communication and Mobile Computing

Approved 3 credit upper-level IT, CS, NSE elective

WEB APPLICATIONS AND SOFTWARE DEVELOPMENT SPECIALIZATION

15 CREDITS

- CS301 Computer Programming
 - CS407 Database Programming and Administration
 - CS438 Web Programming and Development
 - CS340 JAVA Programming for the Web
- Approved 3 credit upper-level IT, CS, NSE elective

MINOR IN INFORMATION TECHNOLOGY

Students pursuing a bachelor of science degree other than the BS in Information Technology or those pursuing a Bachelor of Public Administration, may complete a minor in Information Technology.

The minor consists of the following seven courses and has a three-credit pre-requisite. A grade of C or higher is required in all minor coursework

PRE-REQUISITE COURSE 3 CREDITS

CAT 102 Basic Computer Applications

MINOR 21 CREDITS

- IT 190 Microcomputer Operating Systems
- IT 200 Foundations of Information Technology
- IT 310 Telecommunications and Computer Networks
- IT 338 Web Design, Authoring and Publishing
- CS 426 DataBases
- IT 400 IT Project Management

Approved 3 credit upper-level IT, CS, NSE Elective

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 TECHNOLOGY

18 CREDITS

- IT 200 Foundations of Information Technology
- IT 310 Telecommunications and Computer Networks
- IT 338 Web Design, Authoring and Publishing
- IT 400 IT Project Management
- CS426 Databases

Approved 3 credit upper-level IT/CS/NSE elective

POST-BACCALAUREATE CERTIFICATE IN NETWORK AND SYSTEMS ENGINEERING

18 CREDITS

- NSE 210 Network Administration
- NSE 305 Advanced PC Hardware and Networking*
- IT 310 Telecommunications and Computer Networks

- NSE 310 Client Operating System
- NSE 320 Server Operating System
- NSE 405 Managing a Microsoft Network

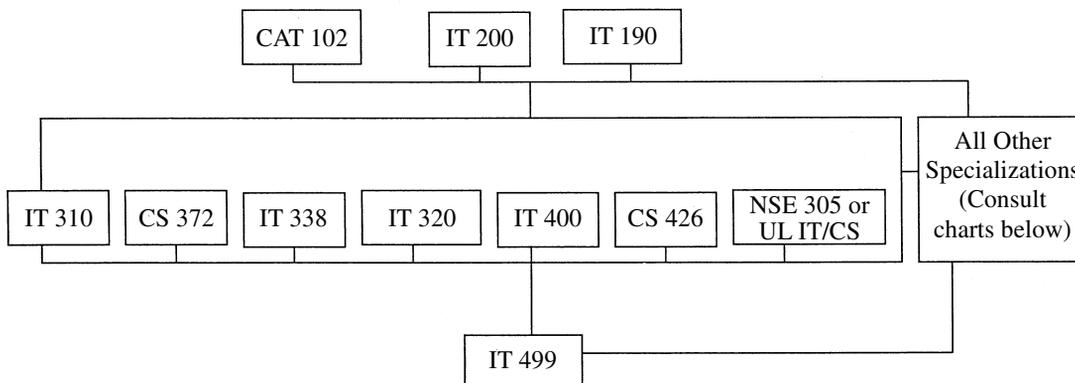
*Pre-requisite is IT 190 Microcomputer Basics

POST-BACCALAUREATE CERTIFICATE IN WEB APPLICATIONS AND SOFTWARE DEVELOPMENT

- CS 301 Computer Programming
- CS 407 Database Programming and Administration
- CS 438 Web Programming and Administration
- CS 340 Java Programming for the Web
- IT 338 Web Design, Authoring and Publishing
- IT 350 The Web and E-Commerce

RECOMMENDED BS-IT COURSE SEQUENCING

Major Core Courses Sequencing



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 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

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 330 Alternative Dispute Resolution

PLA 339 Health Law

PLA 343 Business Organizations

PLA 350 Real Property Law

PLA 405 Administrative Law and Process

PLA 440 Contracts

PLA 452 Environmental Law

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 designated general distribution credits and six (6) credit hours of electives (with computer and wordprocessing skills being emphasized). 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 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 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.

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. The portfolio process, whereby academic credit is awarded for experiential learning, is a mandatory component of the Bachelor of Science in Professional 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 320 Financial Administration

ADM 353 Leadership Development

ADM 412 Quality and Productivity

ADM 464 Strategic Human Resource Development

Required Electives **15 credits**

(Students must select courses from the following designated prefixes.)

ADM (any ADM prefix courses)

PLA (300, 339, 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-Main Campus

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

8001 S.W. 36 Street, Suite 1
Davie, FL 33328
Telephone: (954) 434-8858

18055 N.W. 8 Street, #103-109
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

Collier/Lee Counties

Barry University on the Edison Community
College Campus
8099 College Parkway, Building Q, Suite 103
Fort Myers, FL 33919
Telephone: (239) 278-3041; (800) 388-2279

Barry University at South Florida Community College

600 West College Drive
Avon Park, FL 33825
Telephone: 863-257-1268

Barry University at St. Petersburg College

University Partnership Center
9200 113 Street North
Seminole, FL 33772
Telephone: 727-394-6267

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

East Orlando Area

2000 N. Alafaya Trail, Suite 600
Orlando, FL 32826
Telephone: (321) 235-8400

Barry University at Seminole Community College

100 Weldon Blvd.
Sanford, FL 32773
Telephone: 407-328-4722 ext. 3609

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 services 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 organizations.

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 Financial Administration

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.

330 Alternative Dispute Resolution

This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution including how to create, organize, and perform a mediation or arbitration. Same as PLA 330

353 Leadership 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 Operations

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.

311 Focus on Nutrition and 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.

342 Biology of Women

A course designed to provide non-science majors with a general understanding of the female anatomy and physiology. Topics include male/female comparative anatomy, fertility and reproduction, cancer, hormonal cycles, menopause, body maintenance, and nutrition. A focus on various stages of women's development emphasizing current women-specific health issues. Ultimately, the course aims to provide both genders with an opportunity to understand and appreciate the significance of women's health.

343 Men's Health Issues and Reproduction

A course designed to provide non-science majors with the fundamental principles of men's health and reproduction, bringing together the basic concepts of research and the clinical practice of andrology to explore and understand the anatomy, physiology, and reproductive functions of the male. Students will discuss current male-specific health issues such as impotence, erectile dysfunction, infertility, andropause (male menopause) and cancer. Students will study topics such as male/female comparative anatomy growth and development, aging, illnesses, physiological aspects of sexuality, body maintenance and nutrition.

409 Biological Oceanography

An in-depth study and analysis of the ocean environment and the biological interrelationships necessary for a healthy, productive marine habitat. The course emphasizes the relationships between various forms of oceanic life forms, their adaptations to the marine environment and the effects of human activities upon them. (replaces Bio 306)

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. Prerequisite: ENG 329

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.

348 Caribbean Literature

Study of representative works from the region known as the Caribbean. Texts are examined within their sociopolitical and historical contexts. This course, grounded in post-colonial theory, introduces the student to contemporary writers in English, French and Dutch. Students will gain an appreciation for Caribbean culture and an understanding of how the history of the region affects and inspires the literature. The course focuses on the multicultural dynamics of the area and on the contributions of African, European and Indigenous peoples.

The work and cultural contributions of Anglophone, Hispanophone and Francophone writers of the Caribbean will be explored in a postcolonial context. Prerequisite: ENG 329

349 Women and Fiction

This course examines representative works by and about women from historical, social and literary perspectives as it explores how gender identities develop within the context of the novel genre. Prerequisite: ENG 329

Environmental Science Prefix: EVS

320 Physical Oceanography

A detailed coverage of the basic physical, chemical and geological aspects of the ocean and how they are interconnected. It includes ocean-atmosphere relationships that influence climate and weather; and waves, tides and currents.

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.

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 Human Impact on Global Changes

A detailed and practical analysis of global warming, stratospheric ozone depletion and acid deposition from different points of view: How these phenomena affect living and non-living components of the ecosphere. Examines scientific, as well as social issues, related to all three. Global warming section includes discussion of the El Niño Southern Oscillation.

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. (same as PLA 339)

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.

499 Capstone in Health Service Administration

This course is designed for students to integrate and synthesize the learning experiences acquired in the Health Service Administration program, including the management and administrative tools required by an administrator in the health care field, thus demonstrating proficiency in the field. Prerequisites: Completion of Required/Core HSA Courses or permission from Academic Coordinator.

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

190 Microcomputer Basics

This introductory level course covers how a computer works. Skills will be gained to help computer users support Personal Computers. Students will learn to maintain, troubleshoot, upgrade PC operating systems. No pre-requisites.

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

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. Prerequisites: CAT 102, IT 190, IT 200.

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. Prerequisite: IT 338

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. Prerequisite: IT 310

400 IT 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. Prerequisites: IT 190, IT 200.

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. Prerequisites: 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.

Prerequisites: CAT 102, IT 190, IT 200

420 Internet/Web Server

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. Prerequisites: CAT 102, IT 190, IT 200

460 Wireless and Mobile Computing

An examination of the intersection between mobile computing, mobile telephony, and wireless networking. Students will also be presented with a myriad of wireless technologies. Pre-requisite: IT 310

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.

Prerequisites: PLA 310, ENG 329.

320 Civil Litigation

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

330 Alternative Dispute Resolution

This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution, including how to create, organize, and perform a mediation or arbitration. (Same as ADM 330)

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 as it pertains to the health care system, health related legislation, regulatory agencies and issues affecting health care facilities, and medical malpractice. (Same as HSA 339).

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.

Mat Prefix: MA**050 Mathematics**

A general mathematics review session for those who did not place into either MAT 107 or MAT 152 upon taking the Mathematics Skills Placement. This placement is required of all new ACE students who have not transferred college mathematics credits. Not for credit and free of charge.

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**210 Network Administration**

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

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

310 Client Operating System

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: IT 310.

320 Server Operating System

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. Pre/corequisite: NSE 210

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. Pre/corequisite: NSE 310

415 Linux Operating System

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. Pre/corequisite: NSE 405

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 connectivity, and Extranet connectivity. Creating an Integrated Network Services Infrastructure Design will also be explored. Pre/corequisite: NSE 405

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.

355 Environment and Politics

A study and analysis of the United States environmental policies from historical and political perspectives. Attention is given to the theoretical and practical aspects of environmental policy making in a democratic society at the local, state, and national levels. Global policies concerning the environment will also be explored.

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. Prerequisite: PSY 281

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. Prerequisite: PSY 281

449 Adolescent Psychology

Consideration of the physical, intellectual, social, and emotional processes occurring during the adolescent years. Prerequisite PSY 281.

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 should be aware of 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 (180 or 211)	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 220 and 300 - level course	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/or Drawing	
Ceramics	
Graphic Design	
Broadcast Communication	Communication
Chemistry	Physical Sciences
(Environmental)	
(Pre-Dental)	
(Pre-Medical)	
(Pre-Pharmacy)	
(Biochemistry)	
Communication Studies	Communication
Computer Information Sciences	Mathematics and Computer
Science	
Computer Science	Mathematics and Computer Science
Criminology	Sociology and Criminology
English	English and Foreign Languages
Literature	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
	Sacred Music
Philosophy	Theology and Philosophy
Photography	Fine Arts
Photo/Biomedical/Forensic	
Photo/Computer Imaging	
Photo/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	
Dance Theatre	
Dramaturgy Performance	
Theatre Management	
Theatre Publicity	
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 respectful criticism and corrections of their academic work as a means to help students in their search for knowledge.
- 2.7 If faculty members concur that a student is exhibiting poor performance in one or more of the above areas, the faculty may request that the student attend a meeting for an informal resolution of the problem. The faculty member may make specific recommendations to the student for improvement. If the problem continues or if the issue is of sufficient concern, the faculty member or the student may communicate their grievance to the Chair and request a formal review of the student's status in the Department. The Chair shall investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, the Chair may recommend dismissal from the program.

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact on them. Prior to initiating a formal appeal, a student must meet with the faculty member and Department Chair and attempt to resolve the situation. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Dean. The Dean may continue efforts and informal resolution.

If informal attempts fail to provide an acceptable resolution, the student shall file a written appeal to the Dean. The document should 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 integrity through observance of standards for academic honesty. The academic honesty standards include:

- 3.1 Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be attributed in a manner consistent with a recognized form and style manual.
- 3.2 Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no 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 095, 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
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.	
Theology, D.Min.	Theology and Philosophy

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 seminar will integrate in a research project the student's primary area of concentration and the supporting areas.

DEPARTMENT OF COMMUNICATION

Faculty: Hoffman, McMahon Hicks, Nelson, Samra, Saverimuttu, Sirimangkala, Vogel

The Department of Communication offers various majors, programs, and opportunities for students interested in pursuing professional objectives in a variety of communication and related settings. A choice of four baccalaureate degree programs is offered. They are the Bachelor of Arts in Advertising, in Broadcast Communication, in Communication Studies, and in Public Relations.

Curriculum in the Department of Communication is designed so that all students, regardless of major, will be able to:

1. Access multiple sources of reference material relevant to their area of study.
2. Write papers 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 a variety of settings and behave professionally in their chosen career.
5. Develop an appreciation of the discipline through an integrated experience.

UNDERGRADUATE DEGREE REQUIREMENTS

Distribution Requirements:

All undergraduate degree candidates are required to fulfill the distribution requirements of the School of Arts and Sciences.

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 minimum grade of C is required in all major and minor courses.

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: 52 credits

Core Courses: 39 credits

ADV	301	Principles of Advertising	3 cr.
ADV	362	Advertising Media Planning	3 cr.
ADV	401	Advertising Creative Strategy & Execution	3 cr.
ADV	442	Advertising & Social Responsibility	3 cr.
ADV	470	Advertising Campaigns	3 cr.
ADV	480	International Advertising	3 cr.
ADV	484	Public Relations/Advertising Research	3 cr.
ADV	499	Internship	3 cr.
COM	200	Introduction to Mass Media	3 cr.
COM	201	Introduction to Communication	3 cr.
COM	390	Principles of Public Relations	3 cr.
COM	412	Persuasion	3 cr.
COM	495	Communication Law	3 cr.

Production Co-requisites: 6 credits

ART	205	Graphic Design I	3 cr.
ART	305	Graphic Design II	3 cr.

Business Co-requisites:	6 credits
MKT 306 Marketing Concepts & Applications	3 cr.
MKT 385 Consumer Behavior	3 cr.
General Electives:	17 credits
Degree Total:	120 credits

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 credits
COM 201 Introduction to Communication	3 cr.
ADV 301 Principles of Advertising	3 cr.
ADV 362 Advertising Media Planning	3 cr.
ADV 401 Advertising Creative Strategy & Execution	3 cr.
ADV 442 Advertising and Social Responsibility	3 cr.
ADV 470 Advertising Campaigns	3 cr.
ADV 480 International Advertising	3 cr.

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 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 minimum grade of C is required in all major and minor courses.

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 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 credits
Department Requirements:	6 credits
COM 201 Introduction to Communication	3 cr.
COM 470 Seminar in Communication **	3 cr.
** Integrative Experience	

Core Courses:	36 credits
COM 200 Introduction to Mass Media	3 cr.
COM 204 Writing for the Media	3 cr.
COM 214 Television Production	3 cr.
COM 215 Audio Production or	
COM 366 History of the Moving Image or	
COM 491 TV Directing	3 cr.
COM 301/401 Studio Practicum or	
COM 499 Internship	3 cr.
COM 314 Advanced Television Production	3 cr.
COM 418 Broadcast News or	
COM 456 Advanced Video Editing	3 cr.
COM 420 Media Programming	3 cr.
COM 495 Communication Law	3 cr.
COM 499 Internship	3 cr.
Communication Electives (Courses designated ADV, COM, JOU, or SPE)	6 cr.
General Electives (a minor is recommended)	27 credits
DEGREE TOTAL:	120 credits

Minor in Broadcast

Communication:	21 credits
COM 200 Introduction to Mass Media	3 cr.
COM 201 Introduction to Communication	3 cr.
COM 204 Writing for the Media	3 cr.
COM 214 Television Production	3 cr.
COM 314 Advanced Television Production	3 cr.
COM 366 History of the Moving Image	3 cr.
COM 495 Communication Law	3 cr.

COMMUNICATION STUDIES

The Bachelor of Arts in Communication Studies is a broadly-based program designed for those students who seek a generalist's orientation to the communication discipline. 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 minimum grade of C is required in all major and minor courses.

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

1. Understand the human communication process, its major elements (i.e., source, receiver, message, channel, feedback, noise, context), and different contexts (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 distinguish among the various persuasive strategies.

Degree Requirements

Distribution: 51 credits

Senior Level Courses (Enroll after the majority of major coursework is successfully completed): 6 credits

COM 407 Theories of Human Communication 3 cr.
COM 499 Internship **or**
COM 399 Practicum (or additional upper level) 3 cr.

Overview Courses: 12 credits

COM 200 Introduction to Mass Media 3 cr.
COM 201 Introduction to Communication 3 cr.
ADV 301 Principles of Advertising 3 cr.
COM 390 Principles of Public Relations 3 cr.

Public Address Courses: 6 credits

SPE 401 Business & Professional Communication 3 cr.
SPE 415 Speech Research, Writing & Delivery 3 cr.

Context Courses: 12 credits

COM 104 Interpersonal Communication 3 cr.
COM 304 Intercultural Communication 3 cr.
COM 326 Small Group Communication 3 cr.
COM 408 Relational Communication **or**
COM 320 Family Communication 3 cr.
COM 409 Organizational Communication 3 cr.
COM 412 Persuasion 3 cr.

Communication Electives: (Courses designated ADV, COM, JOU, or SPE) 6 credits

Minor: 21 credits

General Electives: 6 credits

Degree Total: 120 credits

Minor in Communication Studies: 21 credits

COM 104 Interpersonal Communication 3 cr.
COM 201 Introduction to Communication 3 cr.
COM 304 Intercultural Communication 3 cr.
COM 407 Theories of Human Communication 3 cr.
COM 408 Relational Communication 3 cr.
COM 409 Organizational Communication 3 cr.
SPE 401 Business & Professional Communication **or**
SPE 415 Speech Research, Writing, and Delivery 3 cr.

Minor in Journalism

The Journalism minor requires 21 credit 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.

Course descriptions for Journalism (JOU) courses are listed under the English Department.

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 is designed so that majors will be able to:

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

Distribution: 51 credits

Core Courses: 39 credits

COM 201 Introduction to Communication 3 cr.
COM 390 Principles of Public Relations 3 cr.
COM 391 Public Relations Campaigns 3 cr.
COM 484 Public Relations/Advertising
Research 3 cr.

COM 495 Communication Law **or**
COM 409 Organizational Communication 3 cr.

ADV 301 Principles of Advertising 3 cr.

JOU 445 Publicity & Public Relations **or**

ENG 374 Writing for the Internet 3 cr.

ENG 344 Professional Editing **or** 3 cr.

ENG 444 Business Research, Writing & Editing 3 cr.

ENG 417 Copywriting **or**

ADV 401 Advertising Creative Strategy & Execution 3 cr.

ENG	404	Persuasive Writing	or	
COM	412	Persuasion	or	
ENG	406	Rhetorical Analysis		3 cr.
SPE	415	Speech Research, Writing, and Delivery	or	
SPE	401	Business & Professional Communication		3 cr.
CS	325	Desktop Publishing	or	
ENG/ADV	418	Publication Production & Layout		3 cr.
COM	399	Practicum	or	
COM	499	Internship		1-3 cr.

Co-Requisites: 9 credits

MKT	306	Marketing Concepts and Applications		3 cr.
MKT	385	Consumer Behavior		3 cr.
MKT	386	Sales Production, Advertising and Personal Selling		3 cr.

General Electives: 21 credits

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

Degree Total: 120 credits**Minor in Public Relations: 21 credits**

COM	200	Introduction to Mass Media	or	
COM	204	Writing for the Media		3 cr.
COM	390	Principles of Public Relations		3 cr.
COM	391	Public Relations Campaigns		3 cr.
COM	409	Organizational Communication	or	
SPE	401	Business & Professional Communication		3 cr.
COM	484	Public Relations/Advertising Research		3 cr.
ADV	301	Principles of Advertising	or	
COM	495	Communication Law		3 cr.
JOU	445	Publicity and Public Relations	or	
ENG	404	Persuasive Writing		3 cr.

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.

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. ART 205 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. Prosocial uses of advertising will also be discussed.

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, and ADV 362.

480 International Advertising (3)

Major theoretical and managerial issues in international advertising and advertising directed at cultural minorities within countries.

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, and 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.

201 Introduction to Communication (3)

This course provides an overview of the human communication discipline. Students will be introduced to various topics within Communication, including the rudiments of communication theory and a survey of communication contexts (e.g., interpersonal, small group, organizational, public, mass, and intercultural).

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: 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. Prerequisites: COM 201 and either SPE 101 or COM 104.

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. Completions 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 improve speech and communication skills. The course will focus on the

principles and practices of effective, ethical, persuasive communication as applied to family groups. Prerequisites: COM 201 and either SPE 101 or COM 104.

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. Prerequisites: COM 201 and either 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 and either COM 391 or COM 484.

401 Practicum II (1-2)

Advanced development of skills in communication related settings. Prerequisites: COM 301 and 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 20th century theorists and schools of thought including models of communication. Prerequisite: Junior or Senior standing.

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. Prerequisites: COM 201 and either SPE 101 or COM 104.

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. Prerequisites: Junior or Senior standing.

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. Prerequisites: COM 201 and either SPE 101 or COM 104.

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, and 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. Same as 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. Same as TH 455.

456 Advanced Video Editing (3)

The final stage in the life of a production, before air, occurs in 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 that motivate the choices in the editing room. Prerequisites: 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 a 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. Prerequisite: COM 204 or JOU 243, COM 418 is recommended. Same as JOU 498.

499 Internship (3-12)

Practical experience in communication in a professional setting. CR/NCR grade; unpaid internships only. Prerequisites: Senior standing (90+ credit hours); 2.5 overall G.P.A. with minimum 3.0 G.P.A. in major; approval of Advisor, Department Chair, and Dean.

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. Same as ENG 100.

101 Fundamentals of Speech (3)

Study and practice of basic public communication skills.

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. Same as 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, content, and organization in speeches written for and delivered by others. Prerequisite: SPE 101.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Bradley Bowers, Ph.D., Chair

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

ENGLISH

CORE COURSES (9 credits)

ENG 324 Major American Writers
ENG 331 or 332 Major British Writers I, II
ENG 350 Theories of Rhetoric and Public Discourse

Students specializing in either literature or professional writing may receive a BA in English.

The minimum grade of C is required in all major and minor courses. A student must maintain a minimum G.P.A. of 2.5 in major and minor courses.

LITERATURE SPECIALIZATION

The literature curriculum provides 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.

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.

Curriculum

The literature specialization requires a minimum of 36 credit hours in addition to the Core listed above.

Required Courses (15 credits)

ENG 331 or 332 Major British Writers I, II
ENG 352 Survey of African American Literature
ENG 387 Introduction to Literary Theory and Criticism
ENG 407 Shakespeare
ENG 487 Senior Seminar

21 credits from any of the following ENG or HUM courses with no more than 12 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 Literature for the Adolescent
ENG 340 Women in Literature

ENG 348	Caribbean 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.

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 professional writing specialization requires 33 credit hours from the following courses in addition to the Core listed above plus a 3-6 credit internship. CS 280 is a co-requisite.

ENG 333	Introduction to Fiction Writing
ENG 344	Professional Editing
ENG 362	Magazine Article Writing
ENG 364	Multi Media Writing
ENG 374	Writing for the Internet
ENG 404	Persuasive Writing
ENG 406	Rhetorical Analysis
ENG 417	Copywriting
ENG 444	Business Research, Writing, and Editing
ENG 446	Screenwriting
ENG 447	Technical and Scientific Research, Writing, Editing
CS 325	Desktop Publishing
ENG 499	Internship (3-6 credits)

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 095, 111, 199, 210, and 112 are generally on a three-year rotation.

095 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.

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.

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.

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)

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)

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).

348 Caribbean Literature (3)

Examination of texts that reflect political, social, and cultural issues related to Caribbean life and culture. Students will read literature by Caribbean authors residing both inside and outside of their countries.

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. Same as JOU 362.

364 Multi Media Writing (3)

Study of composition and journalism using a variety of media. Students will produce interactive multimedia documents within a hybrid genre in order to recognize the multiple ways in which narratives can be told. Prerequisite CS 280. Same as JOU 364.

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. Students 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.

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.

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.

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 (3)

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

499 Internship (3-6)

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 related to translating and interpreting, diplomatic service, overseas business and industry, social welfare, law, nursing, allied health professions, 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. In addition, students must take FRE 487 Senior Seminar. 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

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 component. Prerequisite for FRE 203: FRE 102 or equivalent; prerequisite for FRE 204: FRE 203 or equivalent.

250 Conversation and Composition (3)

Diction and fluency in the language; prepared and extemporaneous dialogues and reports on current topics; practice in writing French with accuracy; systematic review of the grammatical principles of the French language; study and practice of French pronunciation with exercises in diction. Language lab component. Prerequisite: FRE 204 or equivalent.

300 Special Topics (3-12)

Content to be determined to fill specific needs or interests.

301 Advanced Conversation, Composition, and Grammar (3)

Intensive study of written and spoken French. Development of skills to facilitate spontaneity of expression. Practice in contemporary usage through selected readings. Prerequisite: FRE 250 or equivalent.

302 Introduction to French Literary Texts (3)

Introduction to French literature through close reading and discussion of selected works chosen from representative genres. Includes compositions, conversation, and introduction to literary criticism. Conducted in French. Prerequisite: FRE 250 or equivalent.

303 Advanced Conversation (3)

Development of advanced speaking skills, prepared dialogues, extemporaneous dialogues, reports, skits based on real-life situations, and other projects. For non-native speakers. Prerequisite: FRE 204 or equivalent.

305-306 Major French Authors I, II (3) (3)

Historical survey of French literature from its origins to the twentieth century; representative works from each period. Conducted in French.

317 Commercial French (3)

Introduction to the use of the French language as a means of communication in the world of business. Emphasis on basic commercial terminology, documentation and correspondence. Areas such as advertising, trade, banking and finance will be investigated in this course. Conducted in French.

325 Introduction to Translation (3)

Emphasis on basic principles of translation and interpretation. Techniques and resources for professional translation. 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 and literature. 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.

Language and Literature Specialization

The language and literature specialization consists of a minimum of 33 credits beyond SPA 101 and 102. In addition, students must take 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 21 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.

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.

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 credit 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.

Translation and Interpretation Specialization**MISSION**

The Translation and Interpretation major fulfills the mission of the university by offering quality education in the liberal arts tradition in an interdisciplinary fashion. It incorporates various liberal arts disciplines and responds to the changing needs of students in a multiethnic and multilingual society.

GOALS

1. Developing translation and interpretation skills in Spanish and English.
2. Acquiring knowledge and understanding of other cultures.
3. Connecting with other disciplines and acquiring information.
4. Participating in multilingual communities at home and around the world.

PROSPECTIVE STUDENTS

The major is designed to give students from a variety of backgrounds an opportunity to acquire knowledge of the theories, methods, and practices of translation

and interpretation so they can pursue careers as translators or interpreters or engage in graduate studies in the field.

ADMISSION REQUIREMENTS

To undertake this major students must demonstrate a minimum proficiency in Spanish and English at the intermediate-high level. Proficiency will be determined by examination.

CURRICULUM

Our curriculum aims to:

1. Enhance students' confidence in both languages by sharpening their language skills.
2. Increase students' cultural awareness.
3. Familiarize students with the theories, methods, and practices of translation and interpretation.
4. Sharpen students' skills and techniques in translation and interpretation.

GRADUATION REQUIREMENTS

A minimum grade of C is required in all courses and a 2.5 GPA. If a student earns a grade below C in any of the courses the course must be repeated.

Students must complete a minimum of 36 credit hours in courses from the following list which includes a capstone course.

Translation and Interpretation Courses (15)

SPA	325	Introduction To Translation
SPA	326	Introduction To Interpretation
SPA	425	Advanced Techniques Of Translation
SPA	426	Advanced Techniques Of Interpretation
SPA	487	Senior Seminar

Language Courses (12)

SPA	304	Advanced Spanish
SPA	307	Advanced Conversation
SPA	315	Reading and Writing I
SPA	316	Reading and Writing II
SPA	320	Structural Analysis of Spanish and English
SPA	317	Commercial Spanish
ENG	410	Advanced English Grammar
ENG	447	Technical & Scientific Research, Writing and Editing

Culture Courses (6)

SPA	333	Spanish Culture
SPA	335	Hispanic-American Culture

Communication Courses (3)

COM	304	Intercultural Communication
-----	-----	-----------------------------

(COM 104 OR SPE 101 are pre-requisites for COM 304)

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 (3)

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 program is an interdisciplinary academic program designed to develop an understanding of the impact and contributions African American, Caribbean, and African peoples have made to world society and culture. Course offerings engage the historical, literary, social, economic, and political perspectives of people of the African Diaspora.

Students will complete 21 credit hours for the minor and 18 credit hours for the certificate program from courses offered through the departments of Sociology and Criminology, History and Political Science, English and Foreign Languages, Psychology, and Fine Arts. The Africana Studies Director has the discretion to approve relevant courses from other departments not listed below to fulfill requirements of either the minor or certificate.

ENG	348	Caribbean Literature
ENG	352	Survey of African American Literature
ENG	429	Black Women Writers
DAN	199/300	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

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.

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 & Foreign Languages, 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, conventionalized and formulaic structures located within specific cultural contexts and, as such, influence and reinforce social conditions.

ITALIAN

Course Descriptions

Italian Prefix: ITA

ITA 101, 102 Elementary Italian I, II (3) (3)

Introduction to Italian as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations, practice in class in understanding and using the spoken language and reading and writing.

JOURNALISM

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 JOURNALISM			9

Course Descriptions

Journalism Prefix: JOURNALISM

207 Introduction to Journalism (3)

Covers the fundamentals of modern journalism, both writing and production. Students learn about writing styles for specific types of articles, about copy editing and proofreading, typography, page make-up, advertising, and journalism ethics. This course may be taken concurrent with or after completion of ENG 111 or its equivalent.

241 The Press in Contemporary Society (3)

Tracing developments from the colonial press, study of the structure and performance of the press in historical perspective as it interacts with other contemporary social institutions. Emphasis on the functional role of the press.

243 News Reporting, Writing, and Editing (3)

Thorough study and practice of news reporting, writing, and editing techniques.

300 Special Topics (3-9)

Diverse courses on specialized forms of reporting will be offered periodically depending upon interest and need. e.g., Editorial and Persuasive Writing; Critical Writing and Reporting; Seminar in Journalism; 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 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. Same as ENG 362.

364 Multi Media Writing (3)

Study of composition and journalism using a variety of media. Students will produce interactive multimedia documents within a hybrid genre in order to recognize the multiple ways in which narratives can be told. Prerequisite CS 280 Introduction to Multi Media. Same as ENG 364.

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 (3-6)

Practical experience in communication in a professional setting. CR/NC 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.

DEPARTMENT OF FINE ARTS

Art, Photography, Music, Theatre, Dance

Stephen Althouse, M.F.A., Chair

Faculty: Althouse, Amico, Coulter, Curreri, Dempsey, Ewing, Houston, Lizama, Mason, Murphy, 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.F.A. and B.A. in Art; the B.F.A. and B.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 — graphic design, painting and/or drawing, ceramics; 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. The Bachelor of Fine Arts (B.F.A.) is respected as the professional degree for Fine Arts. 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.

Specializations within the Art Major

Each art major may select a specialization which reflects the student's artistic interests and educational and professional goals. Following are the Art Specializations:

- **Painting and/or Drawing Specialization;** B.F.A. and B.A. degrees
- **Ceramics Specialization;** B.F.A. and B.A. degrees
- **Graphic Design Specialization;** B.F.A. degree

Degrees in Art

The major in Art offers two degree programs:

- **Bachelor of Fine Arts (B.F.A.),** requiring 21 credits of the core curriculum (either Studio Art Core or Graphic Design Core), plus 33 credits of art electives and 6 credits of art history electives.
- **Bachelor of Arts (B.A.),** requiring 21 credits of the core curriculum, plus 15 credits of art electives and 3 credits of art history electives.

Minors in Art

Students interested in pursuing an Art minor may choose:

- **Minor in Art** requiring 18 credits of studio art and 3 credits of art history
- **Minor in Art History** requiring 18 credits of art history and 3 credits of studio art

Graduation Requirements

A 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. 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 and a CD of their exhibition work. In addition, students must provide a CD of their Studio Art Core work for departmental records. The University also reserves the right to reproduce and publish student works. Students will retain the copyright of their work.

Painting and/or Drawing Specialization (B.F.A. 60 crs., B.A. 39 crs.)

This program in painting and/or drawing provides extensive exposure to the various 2-dimensional visual arts media. The emphasis is upon the development of creativity, self-expression and technical skills in these media.

Studio 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.

Painting/Drawing Electives **18 crs. (BFA)** **15 crs. (BA)**

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.

Art History Electives **6 crs. (BFA)** **3 crs. (BA)**

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 417 Art in the Age of Rembrandt	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.

Studio Art Electives 15 crs. (BFA only)
Any studio ART course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Ceramics Specialization (B.F.A. 60 crs., B.A. 39 crs.)

This specialization provides exposure to the various materials and techniques of the ceramic medium. The emphasis is upon the development of creativity, self-expression and technical skills in working with clay.

Studio 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.

Ceramics Electives **18 credits (BFA)** **15 credits (BA)**

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.

Art History Electives **6 crs. (BFA)** **3 crs. (BA)**

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 417 Art in the Age of Rembrandt	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.

Studio Art Electives 15 crs. (BFA only)
Any studio ART course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Graphic Design Specialization (B.F.A. 60 crs.)

The Department of Fine Arts offers a specialization in Graphic Design within the Art program. Commencing with a traditional studio art and art history foundation program, this twenty-first century specialization prepares students to pursue design careers in areas such as marketing, publishing and advertising. This program offers studies in typography, corporate identification, layout and production techniques, commercial design and professional standards.

Graphic Design Core 21 Credits

ART	101 A	Basic Drawing	3 cr.
ART	101 B	2-D Design	3 cr.
ART	260	Painting	3 cr.
ART	102 B	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.

Graphic Design Specialization 27 Credits

ART	205	Graphic Design I	3 cr.
ART	305	Graphic Design II	3 cr.
ART	325	Visual Communications	3 cr.
ART	350	Packaging Design	3 cr.
ART	405	Graphic Design III	3 cr.
ART	415	History of Graphic Design	3 cr.
ART	425	Typography	3 cr.
ART	445	Advertising Design and Production	3 cr.
ADV	301	Principles of Advertising	3 cr.
PHO	305	Computer Imaging	3 cr.

Studio Art Electives 9 Credits

Any studio Art course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Art History Elective 3 Credits

Any Art History course except ART 319, 320 and 415. This may include PHO 420 or 421.

Students pursuing the B.F.A. / Graphic Design specialization are strongly encouraged to take additional courses chosen from the following Computer Science offerings, in order to enhance their computer skills: CS 325 Desktop Publishing, CS 338 Web Design, Authoring and Publishing, or CS 341 Multimedia Systems.

Art Minor 21 Credits

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 21 Credits

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 or	
ART	423	Contemporary Art	3 cr.
ART	417	Art in the Age of Rembrandt	3 cr.
PHO	420	History of Art: Photography or	
PHO	421	Hist. of Photo., Film & Art	3 cr.
ART	101A	Basic Drawing 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. (Does not count toward an Art major or minor.)

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 (3)

An introduction 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's 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: 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 (3)

Intermediate 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 101B, 205 (Special fee)

319 History of Western Art I (3)

The chronological study of Western art from the cave paintings of prehistoric times through the great European cathedrals of the Middle Ages. Emphasis upon stylistic and technical developments within the historical and cultural setting.

320 History of Western Art II (3)

The chronological study of Western art from the Renaissance period through the nineteenth century to modern and postmodern art. Emphasis upon stylistic and technical developments within the historical and cultural setting. ART 319 is not a prerequisite.

325 Visual Communications (3)

An exploration of visual systems, processes, and media for expressing mental concepts in visual terms. This course will increase the student's visual attentiveness and enhance their aesthetic and individual style. In addition to the examination of commercial trends and practices, the student will explore narrative structures and the artist book. Prerequisite: ART 305 (Special fee)

342, 343 Intermediate Handbuilding I, II (3) (3)

A continuation of the study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141 for ART 342, Art 342 for 343. (Special fee)

344, 345 Intermediate Potter's Wheel I, II (3) (3)

Refinement of wheel throwing techniques; greater participation in kiln firing cycles. Prerequisite: ART 241 for 344, ART 344 for 345. (Special fee)

350 Packaging Design (3)

This course in packaging design will offer the student the opportunity to work solely on three-dimensional packaging concepts. Starting with smaller projects such as a CD cover and moving toward packaging, branding and construction of a packaging identity program, the student will be challenged to generate portfolio quality packaging through the use of a computer. As part of each project's development, the student will be involved in thorough research of the product and the audience. Prerequisites: ART 305 and PHO 305.

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Open to junior or senior majors only, with a 2.5 GPA or higher. Prerequisite: Dean and Department Chair approval. (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 (3)

In this 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 Fauvism and Cubism at the beginning of the century to Postmodernism at the end. South Florida architecture and the multiculturalism of recent art will be emphasized.

415 History of Graphic Design (3)

An investigation of historical and contemporary visual communications concepts, media and images and their role in graphic design with a primary emphasis on the twentieth century. The course chronicles the events, influences, movements in history that have impacted the graphic design community. This course will begin with the invention of writing and the early cave paintings, moving through the history of printing in Europe to contemporary design theory and ideals.

417 Art in the Age of Rembrandt (3)

European art and architecture from 1600-1750, during the Baroque and Rococo era. Rembrandt, Vermeer, Caravaggio, Bernini, Rubens and Velazquez are among the artists whose work transformed European visual culture during this time, as did Versailles in the realm of palace and garden design. These aesthetic and ideological developments will be studied in relation to contemporary changes in society, science and religion, and the emergence of Western imperialism and colonialism. Prerequisite: Junior status.

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

425 Typography (3)

This course builds upon earlier typographic theory and practices discussed in ART 305. The class will explore the communication of ideas through the use of typography. This curriculum will allow the student to study past typographers and their contributions to graphic arts and foster a greater understanding of the origins of typographic design. Prerequisite: ART 305 (Special fee)

441, 442 Advanced Ceramics I, II (3) (3)

Advanced projects and techniques with instruction on an individual basis to suit the students' needs. Prerequisite: ART 341 or 342 for ART 441, ART 441 for 442. (Special fee)

445 Advertising Design and Production (3)

This course addresses advertising design/production and client research. Ad campaigns and packaging concepts will be the specific design focus of this class. Utilizing contemporary design theory and tools, students will conceptualize, create and execute designs in a professional manner. This course will further reinforce the students' technical and problem solving skills by working with existing products instead of theoretical items. (Special fee) Prerequisites: ART 305 and PHO 305

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 and design 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 Photography major gains extensive experience in the discipline of photography, and uses the photographic image as a vehicle for self-expression and visual communication. Students majoring in Photography should demonstrate the highest degree of creative thinking, technical skills, and professionalism in utilizing the medium of photography.

Specializations within the Photography Major

Each photography major may select a specialization which reflects the student's photographic interests and educational goals. Following are Photography Specializations:

- **Photography/ Creative Specialization**; B.F.A. and B.A. degrees
- **Photography/ Digital Imaging Specialization**; B.F.A. and B.A. degrees
- **Photography/ Communication Specialization**; B.A. degree
- **Photography/ Biomedical and Forensic**; B.A. degree

Degrees in Photography

The major in Photography offers three degree programs:

- **Bachelor of Fine Arts (B.F.A.)**, requiring 30 credits of the Photography Core, plus a minimum of 30 credits of photography specialization electives.
- **Bachelor of Arts (B.A.)**, requiring 30 credits of the Photography Core, plus a minimum of 9 credits of photography specialization electives, plus a minor.
- **Bachelor of Arts (B.A.)** in Biomedical and Forensic Photography, requiring a minimum of 48 credits of the special Photography Core, plus 16-17 credits of co-requisites.

In addition, students interested in non-major study in Photography may choose:

- **Minor in Photography** requiring 21 credits of Photography courses.
- **Photography Certificate** requiring 30 credits of Photography courses for non-degree-seeking students.

Graduation Requirements

Credits earned in Photography Major Courses are added with credits earned in the General Education Requirements, General Electives, and a Minor (for B.A. degree) to total 120 credits minimum for graduation.

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 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 proof that a minimum of one of his or her photographic images has been submitted for exhibition or publishing off campus prior to graduation. The minimum grade of C is required in all major and minor courses. More detailed descriptions of the Photography Specializations follow:

Photography/ Creative Specialization (B.F.A. 60 cr. min., B.A. 39 cr. min.)

The **Creative Photography Specialization** emphasizes originality, self-expression, creative thinking and experimentation within the discipline of photography. The Creative Specialization offers the largest and most diversified menu of Photography Electives, permitting each student to customize his or her photographic curriculum.

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.

Creative Photography Electives 30 credits min. for B.F.A degree, 9 credits min. for B.A. degree

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 449	The Art of Web Design	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.
SES 308	Underwater Photography	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)	

Photography/ Digital Imaging Specialization (B.F.A. 60 cr. min., B.A. 39 cr. min.)

The **Digital Imaging Specialization** offers creative and technical photography electives in digital imaging to facilitate the student's entry into the digital-photographic workplace.

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	3 cr.
or PHO 402	Color Processes	3 cr.
PHO 411	Lighting Techniques	3 cr.
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/Digital Electives **30 credits min. for B.F.A degree, 9 credits min. for B.A. degree**

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 449	The Art of Web Design	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 305	Graphic Design II	3 cr.
CS 320	Computer Animation	3 cr.
CS 338	Web Design, Authoring and Publ.	3 cr.

CS 341	Multimedia Systems	3 cr.
CS 342	Web Animation	3 cr.

Photography/ Communication Specialization (B.A. 39 credits min.)

The **Photo/Com 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		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.
or PHO 402	Color Processes	3 cr.
PHO 411	Lighting Techniques	3 cr.
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.

Photo/Com 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.

Photography/ Biomedical and Forensic (B.A. 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 and Forensic Photography specialization 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.

Photography Minor 21 credits

The Photography Minor consists of PHO 203 and PHO 303 plus an additional 15 credits of PHO - photography courses 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.

For course descriptions of the above B.F.A., and B.A. courses, see PHO, ART, COM, SES, BIO and CRM.

**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. Prerequisite PHO 303. (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.

449 The Art of Web Design (3)

A basic introduction to the art of web design used as an informational and expressive visual medium through the use of software programs. Prior knowledge of computer basics and Adobe Photoshop required. The class will cover individual creativity, design skills, web development techniques as well as discussions about digital artists, web structure and critical reviews of existing art web sites. Prerequisites: CS 180, PHO 305 equivalent courses 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 completion 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, musical theatre or Sacred Music. 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 Performance and Musical Theatre Music specialization:

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 (A, B, C...)	8 cr.
MUS 327 History: Baroque and Classical Music	3 cr.
MUS 328 History: Romantic Music	3 cr.
MUS 329 History: 20th Century Music	3 cr.

(Musical Theatre specialization may substitute MUS 324 Musical Theatre Styles I)

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 (A, B, C...)	1 cr.
MUS	200	Diction for Singers	1 cr.
MUS	205	Piano Sight Reading	1 cr.
MUS	223	Piano Literature I	1 cr.
MUS	234	Piano Literature II	1 cr.
MUS	302	Accompaniment	1 cr.
MUS	309	Survey of Vocal Literature I	1 cr.
MUS	310	Survey of Vocal Literature II	1 cr.
MUS	324	Musical Theatre Styles I	3 cr.
MUS	325	Musical Theatre Styles II	3 cr.
MUS	326	Electronic Music/MIDI	3 cr.
MUS	375	Piano Pedagogy	1 cr.
MUS	392	Performance Workshop (A, B, C...)	1 cr.
MUS	420	Vocal Interpretation	1 cr.
MUS	422	Instrumental Interpretation	1 cr.
MUS	488	Vocal Pedagogy	1 cr.

Musical Theatre Specialization

Music Core 51 cr.

Musical Theatre Electives 18 credits

MUS	192	Performance Workshop (A, B, C...)	1 cr.
MUS	324	Musical Theatre Styles I	3 cr.
MUS	325	Musical Theatre Styles II	3 cr.
MUS	330	American Musical Theatre: The Golden Age	3 cr.
MUS	392	Performance Workshop (A, B, C...)	1 cr.
MUS	420	Vocal Interpretation	1 cr.
TH	155	Acting I: Fundamentals I	3 cr.
TH	156	Voice and Movement	3 cr.
TH	180	Theatre Ensemble (A, B, C...)	1-3 cr.
TH	255	Acting II: Role Analysis	3 cr.
TH	256	Acting III: Scene Study	3 cr.
TH	295	Principles of Costumes and Makeup	3 cr.
TH	355	Acting IV: Period Styles	3 cr.
TH	439	Theatre History I	3 cr.
TH	440	Theatre History II	3 cr.
DAN	108	Theatrical Movement	1 cr.

Sacred Music Specialization

The Sacred Music Specialization is designed for the development of sacred music leadership skills

through applied lessons, directed coursework, ensemble, and Church/Synagogue experience while acquiring a foundation in Judeo-Christian thought and practice through biblical, history, comparative, systematic, liturgical, moral and spiritual theology.

It will assist students pursuing future graduate studies in Music, Theology, or Sacred Music; provide background for students to lead their music ministry in various religious settings, and elementary and secondary schools, as well as other professional education.

The following are core requirements for Sacred Music specialization:

Music Core 51 cr.

MUS	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 (A, B, C...)	8 cr.
MUS	327	History: Baroque and Classical Music	3 cr.
MUS	328	History: Romantic Music	3 cr.
MUS	350	History of Sacred Music Literature	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.

Theology Co-requisites 18 cr.

THE	201	Theology: Faith, Beliefs and Traditions	3 cr.
THE	309	Judeo-Christian Scriptures	3 cr.
THE	321	The New Testament as Christian Scripture	3 cr.
THE	344	Sacraments	3 cr.
THE	345	Liturgy, Feasts and Devotions	3 cr.
THE	TBA	Worship in Music	3 cr.

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 Chamber Singers, University Chorale and various instrumental ensembles.

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. Repeatable course differentiated by A, B, C, D, etc.

186/386 Ensemble (1)

Ensembles including Chamber Singers (audition required), String Ensemble, Guitar Ensemble, Piano Ensemble, Woodwind Ensemble, and Percussion Ensemble. Repeatable course differentiated by A, B, C, D, etc.

192 Performance Workshop (1)

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. Repeatable course differentiated by A, B, C, D, etc.

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.

205 Piano Sight Reading (1)

Formal instruction in the art of sight-reading. Emphasis on the development of techniques used to train the eye, hand and ear. A variety of styles will be investigated. Prerequisite: Music major or permission of instructor.

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 (1)

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 (1)

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 (1)

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 (1)

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 m \acute{e} lodie, 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 Sight Singing/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: sight singing in various clefs, intervallic and chordal recognition, melodic and rhythmic dictation.

350 History of Sacred Music Literature (3)

A historical examination of the music of the worship service from early Gregorian and Hebrew chant, to compositions by Bach, Handel, and Rossi, 20th century traditions as well as music in services of world religions. This course will examine theoretical matters, performance practice, repertoire, and technique considered with theology to develop liturgy and worship. Prerequisites: MUS 110, MUS 327, and at least two semesters of Applied Instruction and Chamber Ensemble.

359 Independent Study (3)

375 Piano Pedagogy (1)

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 (1)

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. Repeatable course differentiated by A, B, C, D, etc.

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 (2)

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 (2)

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.F.A., B.A.)**

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 Department of Fine Arts for details.

The Theatre curricula combine history, theory and practice while also providing opportunities to develop individual talents and interests. Study in Theatre serves as an excellent preparation for professional careers and continued education 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.

Theatre Major Specializations

Each theatre major may select a specialization which reflects the student's theatre interests and educational goals. Following are Theatre Specializations:

- **Acting Specialization;** B.F.A. and B.A. degrees
- **Technical Theatre Specialization;** B.F.A. and B.A. degrees
- **Dance Theatre Production Specialization;** B.F.A. and B.A. degrees
- **Theatre Publicity Specialization;** B.F.A. and B.A. degrees

Degrees in Theatre

The major in Theatre offers two degree programs:

- **Bachelor of Fine Arts (B.F.A.),** requiring 17 credits of the Theatre Core, plus a minimum of 43 credits of specialization electives.
- **Bachelor of Arts (B.A.),** requiring 17 credits of the Theatre Core, plus a minimum of 19 credits of specialization electives, plus a minor.

In addition, students interested in non-major study in Theatre may choose:

- **Minor in Theatre** requiring 21 credits of TH theatre courses.

Graduation Requirements

In order to fulfill requirements for graduation, students seeking the B.F.A. or 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. More detailed descriptions of the Theatre Specializations follow:

Acting Specialization**(B.F.A. 60 cr. min., B.A. 36 cr. min.)**

The **Acting Specialization** offers courses for individuals pursuing work in the theatre, musical theatre, and film or television. With a foundation in both contemporary acting approaches and methodologies, and an overview of historical acting styles, this program combines academic training with performance opportunities in both Mainstage and laboratory theatre environments.

Theatre Core:	17 cr.
TH 100 Intro to Theatre	3 cr.
TH 105 Intro to Tech. Theatre	3 cr.
TH 111 Technical Theatre Lab I (A, B, C...)	1 cr.
TH 155 Acting I: Fundamentals	3cr.
TH 439 Theatre History I	3 cr.
TH 440 Theatre History II	3 cr.
TH 497 Senior Seminar	1 cr.

Acting Specialization Electives:	43 cr. min. for B.F.A. degree,
	19 cr. min. for B.A. degree

TH 156 Voice and Movement	3 cr.
TH 180 Theatre Ensemble (A, B, C...)	1 cr.
TH 255 Acting 2: Role Analysis	3 cr.
TH 256 Acting 3: Scene Study	3 cr.
TH 300 Special Topics	3 cr.
TH 323 Play Directing	3 cr.
TH 355 Acting 4: Period Styles	3 cr.
TH 295 Principles of Cost. & Makeup	3 cr.
TH 380 Theatre Ensemble (A, B, C...)	3 cr.
TH 389 Critical Reading (A, B, C...)	3 cr.
TH 441 Contemporary Theatre	3 cr.
TH 455 Acting 5: Camera	3 cr.
TH 459 Independent Study	3 cr.
TH 499 Internship	3 cr.
DAN Elective	3 cr.
MUS Elective	3 cr.

Technical Theatre Specialization**(B.F.A. 60 cr. min., B.A. 36 cr. min.)**

The **Technical Theater Specialization** allows students to combine technical elective courses in order

to concentrate on a variety of theater design and technology areas. Through involvement in University productions, students can expect significant hands-on production experience directly related to the theory taught in Technical Theatre and related courses.

Theatre Core:	17 cr.
TH 100 Intro to Theatre	3 cr.
TH 105 Intro to Tech. Theatre	3 cr.
TH 111 Technical Theatre Lab I (A, B, C...)	1 cr.
TH 155 Acting I: Fundamentals	3cr.
TH 439 Theatre History I	3 cr.
TH 440 Theatre History II	3 cr.
TH 497 Senior Seminar	3 cr.

Technical Specialization Electives: 43 cr. min. for B.F.A. degree, 19 cr. min. for B.A. degree

TH 180 Theatre Ensemble (A, B, C...)	1 cr.
TH 185 Stagecraft	3 cr.
TH 208 Principles of Light & Sound	3 cr.
TH 211 Technical Theatre, Lab II (A, B, C...)	1 cr.
TH 295 Principals of Costume and Makeup	3 cr.
TH 300 Special Topics	3 cr.
TH 311 Technical Theatre Lab III (A, B, C...)	1 cr.
TH 380 Theatre Ensemble (A, B, C...)	3 cr.
TH 389 Critical Reading (A, B, C...)	3 cr.
TH 391 Lighting Design	3 cr.
TH 392 Scene Design	3 cr.
TH 441 Contemporary Theatre	3 cr.
TH 459 Independent Study	3 cr.
TH 499 Internship	3 cr.
ART 101A Basic Drawing	3 cr.
ART 101B 2-D Design	3 cr.
ART 102A Figure Drawing	3 cr.
ART 319 Art History I	3 cr.
ART 320 Art History II	3 cr.
ART 411 20 th Century Art	3 cr.
ART 415 History of Graphic Design	3 cr.
PHO 305 Computer Imaging I	3 cr.

Dance Theatre Production Specialization (B.F.A. 61 cr. min., B.A. 37 cr. min.)

The **Dance Theater Production Specialization** is designed for students with a performance interest in both Theater and Dance. The Dance Theatre Production specialization electives provide a diverse selection of dance courses to better prepare students interested in a Theater Dance Production career. In addition to having performance possibilities in annual dance concerts and involvement in University theatrical productions, students may participate in dance workshops and student choreography.

Theatre Core:	17 cr.
TH 100 Intro to Theatre	3 cr.
TH 105 Intro to Tech. Theatre	3 cr.
TH 111 Technical Theatre Lab I (A, B, C...)	1 cr.
TH 155 Acting I: Fundamentals	3cr.
TH 439 Theatre History I	3 cr.
TH 440 Theatre History II	3 cr.
TH 497 Senior Seminar	1 cr.

Dance Theatre Specialization Electives 43 cr. min. for B.F.A. degree, 19 cr. min. for B.A. degree

DAN 104 Dance Appreciation	3 cr.
DAN 105 Ballet I	2 cr.
DAN 108 Theatrical Movement	1 cr.
DAN 109 Modern Dance I	2 cr.
DAN 110 Modern/Jazz Dance I	2 cr.
DAN 119 Latin Dance I	2 cr.
DAN 180 Repertory Ensemble (A, B, C...)	1 cr.
DAN 199 Special Topics in Dance	2 cr.
DAN 205 Ballet II	2 cr.
DAN 209 Modern Dance II	2 cr.
DAN 210 Modern/Jazz Dance II	2 cr.
DAN 219 Latin Dance II	2 cr.
DAN 220 Dance Composition/Choreography I	2 cr.
DAN 300 Special Topics in Dance	2 cr.
DAN 305 Ballet III (A, B, C...)	2 cr.
DAN 309 Modern Dance III	2 cr.
DAN 310 Modern Jazz III	2 cr.
DAN 320 Dance Composition/Choreography II	2 cr.
DAN 325 Dances of African Diaspora	3 cr.
DAN 380 Repertory Ensemble (A, B, C...)	1 cr.
DAN 410 Dance Production	3 cr.
DAN 429 History and Philosophy of Dance	3 cr.
TH 180 Theatre Ensemble (A, B, C...)	1 cr.
TH 380 Theatre Ensemble (A, B, C...)	3 cr.
TH 459 Independent Study	3 cr.

Theatre Publicity Specialization (B.F.A. 60 cr. min., B.A. 36 cr. min.)

The **Theatre Publicity Specialization** combines studies in Theatre, Photography, Graphic Design, and related courses. This specialization is for students pursuing experience and involvement in theatre productions, the photographing of actors and sets, as well as the creation of photo composites, brochures, playbills, and posters as theatre publicity.

Theatre Core:	17 cr.
TH 100 Intro to Theatre	3 cr.
TH 105 Intro to Tech. Theatre	3 cr.
TH 111 Technical Theatre Lab I (A, B, C...)	1 cr.
TH 155 Acting I: Fundamentals	3 cr.
TH 439 Theatre History I	3 cr.
TH 440 Theatre History II	3 cr.
TH 497 Senior Seminar	3 cr.

Theatre Publicity**Specialization Electives 43 cr. min. for
B.F.A. degree, 19 cr. min. for B.A. degree**

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 411 Lighting Techniques	3 cr.
PHO 404 Advanced Photography	3 cr.
PHO 412 Studio Lighting	3 cr.
ART 101 A Basic Drawing	3 cr.
ART 101B 2-Dimensional Design	3 cr.
ART 205 Graphic Design I	3 cr.
ART 305 Graphic Design II	3 cr.
ART 405 Graphic Design III	3 cr.
TH 180 Theatre Ensemble (A, B, C...)	1 cr.
TH 380 Theatre Ensemble (A, B, C...)	3 cr.
TH 459 Independent Study	3 cr.
TH 499 Internship	3 cr.
ADV 301 Principles of Advertising	3 cr.
MKT 306 Marketing Concepts and Appl.	3 cr.
MKT 386 Sales Promotion, Advertising	3 cr.

Theatre Minor

The Theatre Minor consists of 21 credits of TH courses. A minimum grade of C is required in all courses.

Dance Minor

The Dance Minor consists of 21 credits of DAN courses. A minimum grade of C is required in all courses.

For course descriptions of the above B.F.A., B.A., courses, see DAN, ART, PHO.

**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. Repeatable course differentiated by A, B, C, D, etc.

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. Repeatable course differentiated by A, B, C, D, etc.

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. Repeatable course differentiated by A, B, C, D, etc.

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. Repeatable course differentiated by A, B, C, D, etc.

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, playwrights, and/or script analysis. Content to be determined. Repeatable course differentiated by A, B, C, D, etc.

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.

**Course Descriptions—
Dance Prefix: DAN**

Please refer to the Theatre curricula in this catalog for information regarding the Dance Theatre Production Specialization, and Dance Minor.

104 Dance Appreciation (3)

Dance appreciation will encourage the student to develop in depth observational, perceptual and cognitive understanding of dance from the respective roles of dancers, choreographers, and audiences relating to the art of dance. The class will examine selected global traditions in dance within a historical and cultural context. Various visualizations will be used such as live performances, videos, television, and film. This course is designed to introduce the student to a broad perspective of dance and its many contributions.

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 explore 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)

Emphasis upon the basic steps of Latin dances originating in Cuba and the Dominican Republic. These dances include salsa, cha-cha, and merengue. Students

will be challenged to 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. Repeatable course differentiated by A, B, C, D, etc.

219 Latin Dance II (2)

An extension of Latin Dance I with an emphasis on individual style development. Students will refine techniques 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 explore the practical the process of dance-making through improvisation and learned movement studies.

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. Repeatable course differentiated by A, B, C, D, etc.

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.

325 Dances of the African Diaspora (3)

This course is designed to explore dances with African roots found in South America, the United States and the Caribbean. Specific dances such as Gullah Ring Shout, Gahu, Samba and Kumina will be examined. These dances are experiences utilizing body/mind interaction in order to learn the classic movement vocabulary and investigate individual development of style. Prerequisite: any dance course.

410 Dance Production (3)

The student will investigate various areas of dance production through hands-on activities in marketing, stage crew, publicity and promotions. Students will learn all the technical skills necessary to plan and mount a successful dance production.

429 History and Philosophy of Dance (3)

This course examines 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, TBA.

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 sig-

nificance 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 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 303; SOC 200; GEO 301; and 12 credits of a foreign language.

The remaining requirements will include ENG 111-210; MAT 108, 152; PHI 220 and 3 PHI credits; CS 180; SPE 101 or COM 104; 3 credits in fine arts, 3 HUM credits, 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 220 and 3 PHI credits; 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	312	Freedom and Virtue
THE	438	Catholic Social Teaching
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, Del Rio, Franco, Haralambides, Jimenez, Mac Dowall, Marinas, Markov, Morales, Ordoukhani, 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 three 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 or		CS 212 or CS 231 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: 15 cr.		Total: 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 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	9 cr.
Distribution or electives	9 cr.	MAT 310	3 cr.
Total: 15 cr.		Total: 15 cr.	

Senior year

Fall		Spring	
MAT 462 Number theory	3 cr.	MAT 487	3 cr.
Distribution or electives	9 cr.	Distribution or electives	6 cr.
MAT elective	3 cr.	MAT elective	6 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	8
General Education	42
General Electives	21
Total	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

Corequisites

- a) Eight credits in physics:
- | | | |
|---------|-----------------------|---|
| PHY 211 | University Physics I | 4 |
| PHY 212 | University Physics II | 4 |
- b) At least eight credits in computer science from the following: CS 211, CS 212, CS 231, CS 232
- | | | |
|--------|-------------------------|---|
| CS 211 | Computer Programming I | 4 |
| CS 212 | Computer Programming II | 4 |
| 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 in **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 mathematics**

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 253 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 general 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 091 or MAT 093. 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.

091 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.

093 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 095 or 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.

095 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.

097 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 091 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 093 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 095 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 091 or 093 or satisfactory math SAT or ACT score.

201 Fundamentals of Mathematics I (3)

Introduction to problem solving, exploration of patterns; functions; numeration systems, whole numbers and operations; integers and operations, integer exponents; divisibility, prime and composite numbers, greatest common divisor, least common multiple, modular arithmetic; rational numbers and operations; proportional reasoning. Emphasis on problem solving. Prerequisite: MAT 091 or appropriate math SAT or ACT scores; education majors only.

202 Fundamentals of Mathematics II (3)

Logic, sets, set operations; decimals and operations, real numbers; Pythagorean Theorem; equations, Cartesian coordinate system, equation of a line, percent, interest; introduction to probability and statistics. Emphasis on problem solving. Prerequisite: MAT 201 with a grade of C or above; education majors only.

203 Geometry for Teachers (3)

Informal plane and space geometry; measurements, perimeter, area, volume; metric system; congruence, similarity, constructions; translations, rotations, reflections, symmetries, tessellations; use of appropriate software. Emphasis on problem solving. Prerequisite: MAT 202 with a grade of C or above; education majors only.

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.

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Option)

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. Prerequisites: MAT 213.

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 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 331	Data Structures and Algorithms	3
CS 332	Computer Hardware Organization	3
CS-372	Software Engineering	3
CS 413	Operating Systems	3
CS 414	Computer Architecture	3
CS 426	Databases	3
CS 431	Concepts of Programming Languages	3
CS 471	Computer Networks	3
CS 477	Computer Security	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	41 credits
CIS Electives	9 credits
Science and Mathematics Minor	20 credits
General Education	42 credits
Total	122 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	4
CS-212	Computer Programming II	4
CS-305	Computer Systems	3
CS-306	Database Analysis and Logical Design	3
CS-338	Web Design, Authoring and Publishing	3
CS-341	Multimedia Systems	3
CS-372	Software Engineering	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	41

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

- 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.
- 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.
- 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 (4)

This course provides a broad overview of the field of Computer Science and introduces the basic concepts of programming and problem solving. Corequisite: MAT 109 or Departmental Approval.

212 Computer Programming II (4)

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 Web Animation (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 distributed 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 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 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		Spring	
MAT 211 Calculus I	4 cr.	MAT 212 Calculus II	4 cr.
ENG 111 English Compos.	3 cr	CS 231 Computer Sci. I	4 cr.
PHY 211 University Physics I	4 cr.	ENG 210 Introduction to Literature	3 cr.
Distribution, CHE	3-4 cr.	PHY 212 University Physics II	4 cr.
		Distribution, CHE	3 cr.
	Total: 14-15 cr.		Total: 18 cr.

Sophomore Year

Fall		Spring	
MAT 213 Calculus III	4 cr.	MAT 314 Differential Eqns.	3 cr.
PHY 313 Statics	3 cr.	MAT 356 Statistics for Science	3 cr.
CS 232 Computer Sci. II	4 cr.	CS or Science electives	6 cr.
Distribution or electives	4 cr.	Distribution or electives	3 cr.
	Total: 15 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
- Biochemistry Specialization
 - Chemistry minor
 - Environmental Chemistry
 - Physics
 - Physics minor
- Pre-Dental
- Pre-Medical
- Pre-Veterinary
- Pre-Pharmacy

211/211L Physics I	4
PHY 202/202L or	
212/212L Physics II	4
MAT 211 Calculus I	4
TOTAL	28

In addition to these core courses, the student will design their schedule in conjunction with their advisor based on the area of study desired. The requirements for each program and specialization are listed below. Upper division courses may only count for one degree in a major or specialization.

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, forensic, and environmental chemistry laboratories, and for chemistry teaching.

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. For all degrees and programs in the department of physical sciences, a basic core of courses is required. After these foundational courses, the student is then free to choose from a variety of courses to fit their specific academic plan and career goals. The department offers a B.S. degree in chemistry, a B.S. degree in chemistry with a specialization in biochemistry, and programs for students interested in environmental chemistry, pre-medical, pre-dental, pre-pharmacy and pre-veterinary specializations.

The core courses consist of the following:

Chemistry Core Courses

CHE 111/111L General Chemistry I	4
CHE 112/112L General Chemistry II	4
CHE 343/343L Organic Chemistry I	4
CHE 344/344L Organic Chemistry II	4
PHY 201/201L or	

B.S Chemistry

CHE 321 Quantitative Analysis	4
CHE 356 Physical Chemistry I	3
CHE 357 Physical Chemistry II	3
CHE 366 Physical Chemistry Lab	2
CHE 421 Instrumental Analysis	4
CHE 490 Senior Seminar	2
CHE electives above 300 (excluding CHE 300)	5
MAT 212 Calculus II	4
TOTAL	27

The Bachelor of Science degree in chemistry with a specialization in biochemistry provides students with a strong background and preparation in current practices in biochemical processes. This training prepares students for graduate study in biochemistry, pre-professional fields such as pre-medicine, pre-dental, and pre-veterinary as well as for employment in both the pharmaceutical and biotechnology sectors and chemistry teaching. The degree requires a thorough foundation in chemistry with additional courses in

biology, physics and calculus to complete the educational preparation.

Students interested in graduate study in biochemistry are strongly encouraged to choose CHE 356, 357, and 366 for part of their elective chemistry courses. Many graduate schools require a semester or a year (depending on the school) of physical chemistry.

B.S. in Chemistry/ Biochemistry Specialization

CHE 321	Quantitative Analysis	4
CHE 352/352L	Biochemistry I	4
CHE 353	Biochemistry II	3
CHE 490	Senior Seminar	2
CHE electives	above 300 (excluding CHE 300)	10
BIO 104	Biological Foundations	4
BIO 330	Cell Biology	4
BIO 341	Genetics	4
BIO 325	Microbiology	4
MAT 212	Calculus II	4
TOTAL		43

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 216 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 300 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 104, 116; eight credits of physics; and MAT 211. Specific requirements, however, vary from school to school. Students considering a career requiring medical or professional school are urged to contact the schools 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 graduation, major, or minor. Prerequisite: Mathematics placement in MAT 093 or higher. (Fall, Spring)

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 mathematics placement in MAT 095 or higher; Corequisite: 111L. Prerequisite for CHE 112: grade of C or better in CHE 111 and CHE 111L and mathematics placement in MAT 109 or higher; 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)

135, 135L 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 general education requirement. 2 hours lecture, 2 hours laboratory weekly. (Spring) (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, Summer)

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) (Occasional offering)

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Option) (Fall)

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: grade of C or better in CHE 112 and 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 and 343L. Corequisite: CHE 352L (Fall)

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)

353 Biochemistry II (3)

Photosynthesis, lipids, amino acids and nucleoside metabolism, gene expression and replication. Prerequisite: Grade of C or better in CHE 352 and 352L. (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) (Occasional offering)

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. Co-requisite CHE 357 (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: Grade of C or better in CHE 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: Grade of C or better in CHE 344. (Alternate years, Spring)

449 Advanced Spectroscopy (3)

Exposure to the four main areas of spectroscopy; Mass Spectrometry (MS), UV-VIS (Ultra-violet-Visible), IR/Raman (Infra-red/Raman) and NMR (Nuclear Magnetic Resonance). The course will be a combination of the theory associated with instrument operation, data collection, spectral interpretation and application to real world chemical compounds. Investigation of both organic and inorganic compounds. Development of problem solving skills and analytical thinking used to solve complex spectral problems. 3 hours lecture, Prerequisites Grade of C or better in CHE 344 and CHE 356 or concurrent enrollment. (Alternate Years)

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 report 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 3 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 3 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, 216. 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 graduation, 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 assessment test (can be taken as much as 1 year before taking course). Prerequisite for PHY 212: Grade of C or better in PHY 211, 211L. (Special fee) (PHY 211, Fall; PHY 212, Spring)

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Option) (Fall)

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) (Occasional offering)

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., Chair

Faculty: Jones, Koncsol, Muscarella, Peterson, Rush, Starratt, Shine

MISSION OF THE DEPARTMENT

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

PSYCHOLOGY (B.S.)

The mission of the undergraduate major in psychology is to prepare students to embark upon a career or enter into a post-baccalaureate course of study. They will also 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. They will do so with respect for the complexity of sociocultural and international diversity.

LEARNING GOALS

Courses in the psychology major are designed to serve the mission of the Department and to fulfill the goals for the psychology major endorsed by the American Psychological Association's Board of Educational Affairs. These goals address a) knowledge, skills and values consistent with the science and application of psychology and b) knowledge, skills, and values

consistent with liberal arts education that are further developed in psychology. The Department of Psychology is committed to supporting students in their pursuit of the following goals:

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

1. Theory and Content of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

6. Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills. Students will be able to communicate effectively in a variety of forms.

8. Sociocultural and International Awareness. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Personal Development. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Career Planning and Development. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

The psychology major requires the completion of 45 credits. The required courses include PSY 281, 284, 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 sub-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.

Specialization in Industrial/Organizational Psychology

The Specialization in Industrial/Organizational Psychology (21 cr.) is available for psychology majors. It requires substituting the following psychology courses for three of the five psychology electives: PSY 334, 370, and 423. In addition, the following courses are required: MGT 305 Organizational Behavior and Management, MGT 352 Human Resources Management, MGT 355 Conflict and Negotiation, and MGT 420 Leadership.

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)

284 Psychology and Professional Development (3)

Must be taken in the semester immediately following PSY 281 or in the first semester after transferring. Enables students to understand their interests, their skills, their major and their career goals and to design an academic plan that will facilitate their ability to meet these goals successfully. They will also be introduced to psychological research, APA style, critical thinking in psychology, psychological testing, interviewing techniques, and scientific presentation formats. Prerequisite: PSY 281. (Fall, Spring)

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, 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. (Fall)

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. (Occasional offering)

320 Tests and Measurements (3)

Introduction to testing, including discussion of validity, reliability and overview of testing instruments in clinical, educational, and industrial settings. Prerequisites: MAT 152 and PSY 281. (Fall, Spring, Summer)

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, Summer)

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. Prerequisites: 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. Prerequisites: MAT 152, PSY 281, and PSY 332. (Fall, Spring) (\$50 fee)

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, 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. (Occasional offering)

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. (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. Prerequisites: PSY 281, PSY 325. (Fall, Spring, Summer)

417 Psychology of Aging (3)

Analysis of the factors characterizing normal aging: biological and perceptual changes, social processes, sexuality, cognition, personality. Disorders associated with aging are also covered. Prerequisites: PSY 281, PSY 382. (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. (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. Prerequisites: PSY 281, PSY 382. (Occasional offering)

459 Independent Study (1-3)

Opportunity for independent research on a topic of special interest to the student. Dean and Department Chair approval required.

490 Physiological Psychology (3)

Study of basic neuroanatomy and neurophysiology, including the neurological bases of emotion, psychopathology, sleep, memory and learning. Prerequisite: PSY 281. (Fall, Spring, Summer)

492 Evolutionary Psychology (3)

Study of how evolutionary forces may have acted upon human ancestors such that there was a selection for the development of particular behaviors under certain environmental conditions. Prerequisite: PSY 281. (Occasional offering)

494 Substance Abuse (3)

Consideration of habituating and addicting drugs, including alcohol, and their effects upon society. Prerequisite: PSY 281. (Occasional offering)

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 (3)

Integrative experience for senior psychology majors, with focus on paper preparation and presentation skills. Prerequisite: Graduation status. (Spring)

498 Seminar (3)

Advanced topics. Discussion on selected topics under direction of instructor.

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. Prerequisite: At least 15 credits in Women's Studies.

The courses listed below are either regular offerings in their academic departments or Special Topics (300).

BIO 300 Biology of Women (3)

Anatomy and physiology of the human female with exploration of the health problems that occur in females as a consequence of being female.

BUS Women in the Workplace (3)

Examination of issues or problems that have special relevance to female and male workers, managers or professionals: gender-based division of labor, roles, role stereotypes, role conflict, child care, medical plan coverage, maternity/paternity leaves, mentoring, networking, time management, stress, authority, communication, equal pay, discrimination, and sexual harassment.

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. Prerequisite: HIS 102 or 150.

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 (3)

Exploration of some of the key insights that the feminist thinking of writers such as Margaret Farley, Nel Noddings, Lisa Cahill, Karen Lebacqz, and Sahron Welsch, have provided and provoked in the examination and practice of the moral life. Prerequisite: THE 201.

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, Perez

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 de-

signed 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
---------	-------------------

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 405 Sociology of Race, Class, & Gender

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 202 Juvenile Delinquency
- SOC 204 Social Problems
- SOC 300 Special Topics
- 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. Prerequisites: 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 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
-----	-----	---------------------------------------

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.

430 Environmental Crime and Law (3)

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: CRM 200 and 3 additional hours in CRM or SOC.

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 104	Biological Foundations	(04)

Major Area Courses (73 credit hours):

BIO 112	Botany	(04)
BIO 216	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, Bosworth, Cantens, Cassini, Ehle, SFairbanks, SJFairbanks, Gonzalez, Hennessy, Iozzio, Koperski, Latkovich, Marill, Menocal, Presmanes, Sause, Sunshine, Vizcaino, Wedig, Wilcox

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, THE 411. Requirements include the following distribution:

Biblical Hermeneutics and Theology:	3 credits
Historical and Comparative Theology:	3 credits
Systematic and Liturgical Theology:	3 credits
Moral and Spiritual Theology:	3 credits
THE 411	3 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 The Old Testament and Its Interpreters
 - 321 The New Testament as Christian Scripture
 - 362 Women in the New Testament
 - 365 Creation and Apocalypse
 - 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
 - 354 Music in Worship
 - 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)

Introduction to Old Testament literature, history, and culture in the context of the ancient Near East. Examines methods of biblical interpretation from ancient to modern times in Jewish and Christian communities.

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 in religions. Beliefs and traditions will be studied, in particular those coming from Judaic origins and finding their expression 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 this purpose.

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 (3)

An investigation into the Christian understanding of the person and work of Jesus Christ. The origins of Christology in the New Testament and the development of christological doctrine in the history of the Church will be examined as a basis for a contemporary understanding of Jesus and of the challenge of Jesus and his message for the Christian today. Prerequisite: THE 201

309 The Old Testament and Its Interpreters (3)

A study of how the Jewish Scriptures have been interpreted in Jewish, Christian, and secular traditions based on detailed examination of how selected texts have been understood in these traditions. Consideration of the Old Testament as Christian Scripture and the problem of Jewish-Christian relations.

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 human 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.

354 Music in Workshop (3)

An in-depth examination of the ways contemporary churches and synagogues both understand and practice the service of music in their worship. Particular attention will be given to the current norms and standards for religious music in the Christian churches and Jewish synagogues in the United States. The course emphasizes how theological interpretations can be derived from the music practices in Christianity and Judaism especially today but also throughout the history of these religions.

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.

365 Creation and Apocalypse (3)

Detailed study of the biblical traditions of the origin and end of the world and the relationship between these two traditions, including their ancient Near Eastern background, the development of apocalyptic literature in pre-Christian Judaism, and Jewish and Christian apocalyptic writings. The course will also examine the history of interpretation surrounding these biblical traditions in Jewish and Christian communities, including the impact of modern scientific discoveries on the interpretation of selected biblical texts.

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. Prerequisite: THE 201

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

General Education Requirement:

The Department of Theology and Philosophy offers a foundational course (required first course) in philosophy for the purposes of general education (School of Arts and Sciences). PHI 220: Introduction to Philosophy is designed to create a philosophical background and foundation for upper level philosophy courses. All students in the School of Arts and Sciences must take PHI 220 as their first course in philosophy. Transfer students requiring a 300-level course may take PHI 305: Problems in Philosophy.

The second required course for philosophy as general education includes a wider variety of courses. These courses are: PHI 302, PHI 306, PHI 308, PHI

313, PHI 316, PHI 317, PHI 318, PHI 320, PHI 355, PHI 360, and PHI 220: Introduction to Philosophy is a pre-requisite for the following courses: PHI 302, PHI 304, PHI 308, PHI 314, PHI 316, PHI 317, PHI 318, PHI 319 and PHI 365.

Distribution Requirement:

The Department of Theology and Philosophy offers the following courses as options for the student's first course in philosophy to satisfy the University distribution requirement: PHI 120, PHI 220, PHI 292, PHI 305, PHI 320, PHI 353, PHI 354, and PHI 360.

Requirements for the Major:

The major consists of a minimum of 30 credits. Required courses: PHI 212, PHI 292, PHI 304, PHI 316, PHI 318, either PHI 317 or PHI 319, either PHI 460 or PHI 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 PHI 460 or PHI 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 Categories

- I. General Education
 - 220 Introduction to Philosophy
- II. Critical Thinking
 - 120 Critical Thinking
 - 212 Introduction to Formal Logic
- III. History
 - 122 Thought of Spain and the Americas I
 - 123 Thought of Spain and the Americas II
 - 301 Spanish and Hispanic-American Philosophers
 - 316 Ancient Philosophy
 - 317 Medieval Philosophy
 - 318 Modern Philosophy

- 319 Contemporary Philosophy
- 320 American Philosophers
- IV. Problem Solving
 - 150 Philosophical Problems
 - 212 Introduction to Formal Logic
 - 365 Advanced Argument Analysis
- V. Ethics
 - 260 Philosophy of the Human Person
 - 292 Ethics
 - 308 Philosophy of Law
 - 353 Bio-Medical Ethics
 - 354 Environmental Ethics
 - 370 Contemporary Moral Problems
 - 371 Social and Ethical Issues in Business
- VI. Major Topic Areas
 - 191 Judeo-Christian Doctrine
 - 304 Epistemology
 - 306 Philosophy of God and Religion
 - 313 Philosophy of Art – Aesthetics
 - 314 Metaphysics
 - 321 Philosophy of Peace and War
 - 360 Asian Philosophy
- VII. Special Topics
 - 300 Special Topics
 - 460 Philosophical Classics
 - 487 Seminar

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.

220 Introduction to Philosophy (3)

Introduction to Philosophy is designed to introduce the student to the fundamental problems of philosophy from a historical perspective. This course will introduce the student to analysis of concepts such as: moral goodness, moral character, metaphysical foundations of knowledge, the nature of knowledge, and the philosophical foundations of social-political concerns. Furthermore, the course will explore the nature of inductive and deductive reason. This course is designed to create a philosophical background and foundation for upper level Philosophy courses.

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.

220 Introduction to Philosophy (3)

Introduction to Philosophy is designed to introduce the student to the fundamental problems of philosophy from a historical perspective. This course will introduce the student to analysis of concepts such as: moral goodness, moral character, metaphysical foundations of knowledge, the nature of knowledge, and the philosophical foundations of social-political concerns. Furthermore, the course will explore the nature of inductive and deductive reason. This course is designed to create a philosophical background and foundation for upper level Philosophy courses.

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. (Prerequisite: PHI 220)

304 Epistemology (3)

Philosophical inquiry into the nature of knowledge, kinds of experience, belief and truth, justification and verification. (Prerequisite: PHI 220)

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. (Prerequisite: PHI 220)

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. (Prerequisite: PHI 220)

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. (Prerequisite: PHI 220)

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 220)

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. (Prerequisite: PHI 220)

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 220)

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. (Prerequisite: PHI 220)

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. (Prerequisite: PHI 220)

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

William Frank, Assistant Dean for Students

Faculty: Broihahn, Clotey, Cruz, Daghestani, Diener, Fiedler, Hudack, Lash, Lennon, McGee, Morrell, Nickerson, O'Leary, Payne, Rarick, Sharland, Tejada, Teng, Tyler, Wiggenhorn, 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.

STUDENT CODE OF CONDUCT

A university is a learning community that adheres to a long tradition of imparting knowledge through excellent teaching and research, the thoughtful and

respectful exchange of ideas, and community service. In order to carry out this important work it is necessary that students abide by the following:

Academic Honesty

Students in the Andreas School of Business will not engage in plagiarism – representing the work of another as their own. This includes purchasing term papers, using the work of a friend as your own, or not properly citing references. This includes proper referencing of both off-line as well as on-line sources. Failure to follow this mandate can result in failure of the course and possible dismissal from Barry University.

Students in the Andreas School of Business will not cheat, or engage in any activity that gives the appearance of dishonesty.

Students in the Andreas School of Business will not engage in any form of misrepresentation.

Students in the Andreas School of Business agree to do their share of the workload when working on a team project.

Classroom Behavior

Students in the Andreas School of Business will make every attempt to arrive to class on time and be prepared for the day's work.

Students in the Andreas School of Business will turn off all beepers and cell phones before they arrive to class.

Students in the Andreas School of Business will not engage in any unruly behavior on campus and will respect the opinions of others.

Students in the Andreas School of Business will remain in the classroom during the class session. Going outside to get a drink, to use the restroom, or to chat with friends are unacceptable behaviors.

School Policies

Students in the Andreas School of Business are expected to know the attendance policy and to respect its implementation.

Students in the Andreas School of Business are expected to behave professionally at all times, including the return of email messages and phone calls from faculty and staff.

Students in the Andreas School of Business will maintain business-like behavior at all times and show respect for fellow students, faculty and administrators.

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 six in a course meeting three times a week, or, four 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 levels. Upper division courses may be transferred as 300- or 400-level courses with the approval of the Assistant Dean for Students.

Internships and Study Abroad

Orlando R. Barreto, Undergraduate Advisor for Academics, International Internships and Study Abroad
Elizabeth A. Sias, Director of Career Services and Alumni Relations

Both domestic and international internships are offered. BUS 342/442 Domestic Internship and BUS 443 Study Abroad are open to all School of Business students. BUS 441 International Internships is typically taken by International Business majors to fulfill the course requirements of their major. Students wishing to register for an internship **must** contact the Director of Career Services for information on domestic internships or the Undergraduate Advisor for Academics, International Internships and Study Abroad for information on foreign internships and study abroad to obtain assistance and information on the requirements involved with doing an internship. These requirements include providing a contract, getting the approval of an internship advisor, the signing of the internship participation agreement, and two evaluations. Students should also obtain the guidelines for the final paper required to complete the course requirement of the internship.

Study Abroad programs are available at several foreign institutions with which the School of Business has agreements. **Students can only participate in a pre-approved Study Abroad program.** The Undergraduate Advisor for Academics, Internships and Study Abroad will provide all the necessary information on these programs. Students **must register for BUS 443 to obtain credit for courses done abroad.**

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: Co-requisites 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:

ECO 301	Intermediate Macroeconomic Theory	(3)
ECO 302	Intermediate Microeconomic Theory	(3)
ECO 316	Financial Markets and Institutions	(3)
ECO 326	International Economics	(3)
ECO 441	Econometrics	(3)
ECO 470	Industrial Organization	(3)
ECO 471	Open Economy Macroeconomic Development	(3)

Total Hours: **21**

The following course is a mandatory co-requisite for this concentration

MAT 210 Calculus with Applications (3)

c. Finance

FIN 316 Financial Markets and Institutions (3)

FIN 327 International Finance (3)
(Formerly FIN 427)

FIN 352 Fundamentals of Security Analysis (3)
(Formerly FIN 452)

FIN 360 Financial Statement Analysis (3)

FIN 419 Financial Policy and Strategy (3)

FIN 465 Management of Financial Institutions (3)

FIN 470 Portfolio Management and Risk Analysis (3)

Total Hours: 21

The following course is a mandatory co-requisite for this concentration

MAT 210 Calculus with Applications (3)

d. International Business:

ECO 326 International Economics (3)

FIN 327 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

Additional International Business requirements:

- 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 System Technology (3)

MIS 312 Computer Programming II (3)

MIS 333 Database Management and Design (3)

MIS 344 System Analysis and Design (3)

MIS 400 Business Intelligence Support: Theories and Practicum (3)

MIS 410 Telecommunications (Data Communication and Networks) (3)

MIS 420 System 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

5 – Year BS/MBA Program

(Requires a minimum 3.5 cumulative GPA, a minimum 500 GMAT score and the approval of the Director of Graduate Programs)

- Students may declare interest in the 5-year MBA as soon as possible for advising purposes.
- **All qualified business students will be invited** to apply for this program by the Dean of the School of Business after completing their sophomore year based on a cumulative GPA of at least 3.50.
- Invited students who apply for the program **must take the GMAT and complete the application for admission to the MBA program before the end of their junior year.**
- Qualified applicants will be accepted into the program before the start of their senior year, on the strength of their cumulative undergraduate GPA at the end of the junior year and of their GMAT score (minimum 3.50 cumulative GPA and minimum 500 GMAT score) and approval of the Director of the Graduate Program.
- All students admitted into the program MUST maintain a minimum of 3.0 in each of the remaining terms in the program in order to graduate.
- Upon acceptance into the program, a strict plan for graduation at the end of five-years is put in place. **Note that, if the student is required to repeat any class, another term (or two if applicable) may be added to the five-year program.**
- Students admitted into the 5-year BS/MBA program will substitute MBA 603 and MBA 682 for BUS 366 and BUS 498 respectively. The BS degree business elective will be replaced by a mandatory internship, MBA 679A, which will substitute for the undergraduate elective.
- MBA 603 is required to be taken in the first term of the senior year (to substitute for BUS 366).

- MBA 682 is required to be taken in the second term of the senior year (to substitute for BUS 498).
- The five-year MBA awarded is a general MBA

BS/MBA Degree Requirements:

1. University Distribution 45 credits

Including co-requisites

MAT 108	Pre-calculus Mathematics for Business	(3)
MAT 152	Elementary Probability and Statistics	(3)
ECO 201	Introductory Macroeconomics	(3)
PHI 292	Ethics	(3)

Note: Co-requisites must be completed with a grade of C or better.

2. Business Core 33 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)

Note: BUS 366, BUS 498 and the required UG Business elective **will be replaced in this program only** by MBA 603, MBA 682 and MBA 679A

3. General Electives 15 credits

Including co-requisites

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.	
ORI 100	Freshman Seminar	(1)
ORI 300	Senior Transitions	(1)

4. Business Major (18 to 24 credits depending upon major selected)

5. MBA 36 credits

MBA 603	International Business	(3)
MBA 617	Technology and Information Systems	(3)
MBA 621	Managerial Finance	(3)
MBA 646	Marketing in a Dynamic Environment	(3)
MBA 660	Managerial Accounting	(3)
MBA 681	Economics for Strategic Decisions	(3)
MBA 682	Competitive Environment & Strategy Formulation	(3)
MBA 683	Leadership and Strategy Implementation	(3)
MBA 679A	Graduate Business Internship	(3)
MBA 679B	Graduate Business Internship	(3)

MBA Elective (3)

MBA Elective (3)

Minor in Business

(21 credits; approval of Assistant Dean for Students, School of Business)

Co-requisites 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 Assistant Dean for Students of the School of Business

Minor in Economics

(21 credits; approval of Assistant Dean for Students, School of Business)

Co-requisites: CAT 102, MAT 152, MAT 210

ECO 201	Introductory Macroeconomics	(3)
ECO 202	Introductory Microeconomics	(3)

Plus any five courses selected from those listed below, being careful that pre-requisite sequences are satisfied, and approved by the Assistant Dean for Students, School of Business:

ECO 301	Intermediate Macroeconomic Theory	(3)
ECO 302	Intermediate Microeconomic Theory	(3)
ECO 316	Financial Markets and Institutions	(3)
ECO 326	International Economics	(3)
ECO 406	Political Economy of Development	(3)
ECO 441	Econometrics	(3)
ECO 470	Industrial Organization	(3)
ECO 471	Open Economy Macroeconomic Development	(3)

Total Hours: 21

Minor in Management (21 credits; approval of Assistant 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 Assistant 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	Business Intelligence Support: Theories and Practicum	(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 Assistant Dean for Students, School of Business)

Co-requisites: 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.

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 requirements. 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 335.

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 336, 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 336, 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.

341/441 International Internship (3)

Students work throughout a semester preferably during their senior year with a company in an area of business related to the student's major. This company must

be located outside the United States. This course can be done in conjunction with course work being taken at a foreign university. This course provides students with on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: ACC 201, 202, ECO 201, 202, MGT 305, MKT 306, MIS 215 and Senior standing (exceptions by approval of the Director of International Business).

342/442 Domestic Internship (3)

Students work throughout a semester during their junior or senior year with a company in an area of business related to the student's major. This course provides students with on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: ACC 201, 202, ECO 201, 202, MGT 305, MKT 306, MIS 215 and Junior standing.

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 multinational corporations; recent problems of the international economic system; country-risk analysis; the increasing use of counter trade. Prerequisites: ECO 201, ECO 202.

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.

301 Intermediate Macroeconomic Theory (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 Microeconomic Theory (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.

316 Financial Markets and Institutions (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. (Should be cross listed with FIN 316)

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.

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)

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, MAT 210, ECO 301, ECO 302.

470 Industrial Organization (3)

This course introduces modern Industrial Organization (I/O) analysis. It first recalls production and cost concepts developed in the intermediate Microeconomics course. It follows with a description of Industry Structures and introduces the structure-conduct-performance paradigm. Each form of industry structure is studied carefully with respect to pricing and non-pricing strategies. Game theoretic tools are used to explain the nature of strategic interaction. Policy implications of I/O analysis are discussed for each type of structure. Specific current coverage encompasses mergers, vertical relations and restraints, advertising, research and development, and strategic commitment. Prerequisites: ECO 301, ECO 302.

471 Open Economy Macroeconomic Development (3)

A comprehensive and integrated introduction to open economy macroeconomics as applied to emerging economies. This course deals with the macroeconomic aspects of economies that are linked with the global economy through significant trade and capital flows. It, therefore, integrates the study of issues such as balance of payments, exchange rates, foreign trade and international capital movements with the determination of macroeconomic aggregates such as GDP, employment, prices and interest rates, fiscal and monetary policies. Prerequisites: ECO 301, ECO 302, ECO 326. Co-requisite: ECO 441.

**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 Financial Markets and Institutions (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 201, ECO 202. (Cross listed with ECO 316)

319 Managerial Finance (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, Junior or Senior status.

327 International Finance (3) (formerly FIN 427)

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 201, ECO 202, FIN 319.

**352 Fundamentals of Security Analysis (3)
(formerly FIN 452)**

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: FIN 319, FIN 360.

360 Financial Statement Analysis (3)

This course will take a user perspective rather than a preparer perspective in the analysis of financial statements. A global perspective is also presented through the use of both U.S. GAAP and the International Accounting Standards. The course provides the concepts necessary to understand and interpret financial statements and also provides the analysis techniques that enable the analyst to further understand the relative position and performance of a company. Prerequisites: ACC 201 and ACC 202 and FIN 319.

419 Financial Policy and Strategy (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 and BUS 311.

465 Management of Financial Institutions (3)

This course provides a conceptual framework for analyzing the optimal management of financial institutions as well as the impact of the economic, political, legal and technological environment. Prerequisites: FIN 316, FIN 319.

470 Portfolio Management and Risk Analysis (3)

This course provides the student the theories, tools, techniques and applications of Modern Portfolio Theory and Portfolio Risk Management. Building upon the contents of Finance 352, the course presents the Markowitz portfolio optimization concept as the basis for designing, developing and managing portfolios of securities. Asset allocation models and techniques are emphasized. The course also extends the student’s knowledge of derivative contracts, such as options and futures contracts, to their uses in assessing and managing portfolio risk and presents methods for evaluating the return and risk performance of portfolios of securities. Prerequisite: FIN 352. Co-requisites: FIN 419 and FIN 465.

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. Prerequisites: Junior or Senior status.

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 ability to responsibly utilize organizational power and influence – in an exciting and enjoyable manner. Prerequisite: MGT 305, Senior status.

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)

This is the first programming course in the curriculum. The course focuses on providing the student with a solid problem solving background through the use of a selected visual programming tool. Fundamental programming techniques to be covered include the three control structures, arrays and database/file accessing and manipulation. In addition to the fundamental emphasis on algorithmic training, students will learn to use the selected visual tool, currently Visual Basic.NET, as a Rapid Application Development (RAD) tool to develop functional prototypes for given business problems. Prerequisite: CAT 102

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 is dominated by a practical component in which students work within a hardware and network lab environment. The course will provide students with an introduction to common computer hardware, peripherals, system software and networks with the 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 (Co-requisite if not already taken.)

312 Computer Programming II (3)

The objective of this second programming course is to provide the students with a solid understanding of object oriented programming (OOP) and the contemporary approaches to software development. Students learn the important OOP concepts, such as encapsulation, inheritance, and message passing, from various programming activities using the OOP language Java. To address the critical issue of software reuse, students are required to complete a small scale software development project which includes not only the design and implementation of the class library for the project, but also its documentation in a universal modeling language (UML). 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 database intensive, Web based e-Commerce and e-Business applications. Current programming tools and languages such as HTML, JavaScript, VBScript, ASP, and XML would be employed. Also, modern database management systems will be integrated in the development of database driven websites. Integrated development platforms such as Front Page, Dream Weaver and Microsoft's .NET will be used as well. New technologies and new implementations such as dynamic HTML, SHTML, WML would be considered if appropriate. Prerequisite: MIS 215.

333 Database Management and Design (3)

The focus of this course is two-fold: Database design and its implementation on a commercial database management system (DBMS), and its specification and manipulation through the use of structured query languages (SQL). The main areas to be covered include

data modeling, the major representational models, set processing theories within the context of the relational data model, relational algebra, and SQL formulation. The DBMS to be used in this course are MS ACCESS (or SQL Server), and Oracle. Prerequisite: MIS 215.

344 System Analysis and Design (3)

This course provides an in-depth study of the various system analysis and design (SAD) activities involved in the different stages of the system development life cycle. Main focus is placed on the object oriented (OO) approach to SAD although selected structured techniques, where appropriate, will also be covered. Students will learn the required techniques to analyze and document, using UML, the various perspectives of a system during class modeling, collaboration and sequence modeling, and state transitioning modeling. Prerequisites: MIS 312 and MIS 333.

400 Business Intelligence Support: Theories and Practicum (3)

This course covers both the theories and practicum of information technologies for the generation, retention, and interpretation of business intelligence necessary for the support of critical business processes and business continuity. In particular, the course examines theories and technologies in the areas of data mining and knowledge intensive process modeling. Theoretical framework for business continuity and their related empirical evaluation methods, using computer based dynamic modeling techniques, will be examined in great detail. While this course does not involve intensive programming, some programming background will definitely be a plus. Prerequisites: MIS 215, senior standing.

410 Telecommunications (Data Communication and Networks) (3)

This course covers the basics of telecommunications technology, and the operation of computer networks. The management perspective of telecommunications networks will be emphasized. Issues pertaining to measures of network performance, the models of how to manage and control the network to impact their behavior, basics of fault, performance and security management and other topics including telecommunications standards, and network management and organizational issues will be discussed. Prerequisite: MIS 215.

420 System Implementation (3)

This is the capstone technology course in the MIS curriculum. Groups of students design and implement a prototype of a "real world" information system. Projects are expected to utilize the collective body of knowledge gained in the curriculum. As such, projects include multiple computer languages and a database management system with the option for network based implementation. Prerequisites: MIS 312, MIS 333, MIS 344.

440 Electronic Commerce (3)

This course examines contemporary managerial thought and information technologies associated with doing business in a digital environment. Current and projected developments in electronic business will be examined from the managerial and information technology perspective. Topics may include, but not be limited to: IT infrastructure, impact of digital firm on logistics, supply chain management, payment mechanisms, security issues, storefronts and virtual firms, and the implications for business strategy and other corporate functions. The course will also focus on the deployment of e-business applications involving both client side and server side programming using a variety of tools and techniques. Particularly, the development of client side scripting, server side scripting, database connectivity and access, data retrieval and updates, dynamic web content development, styles sheets, server based components, site design, SSL security, and shopping carts in e-commerce applications. XML technologies will also be prominently covered. Prerequisite: MIS 215, MIS 333 (or instructor consent).

Course Descriptions— Marketing Prefix: MKT

306 Marketing Concepts and Applications (3)

This course studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities.

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. Prerequisite: 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: Arome, Bernstein, Boyle, Brandford, Browne, Buria, Byrd, Carioni, Carter, Choate, Chromy, Conde, Corral, Daniels, Dezek, DiBello, DiMarko, Doran, Duffy, Eeltink, Evans, Farrell, Fernandez, Fisher, Flora, Gaffney, Gillig, Giordano, Gonzalez, Graf, Gray A., Gray, P., Harlin, Harris-Looby, Hatcher, Houghton, Hubschman, Hutchinson, King, Kolsky, Kopp, Lasky, Levine, Maldonado, Masztal, McArdle, McCrink, Murphy, O'Grady, Paneque, Papier P., Papier V, Pelaez, Perkins, Pittman, Polk, Powell, Rendulic, Rice, Roberts, Rodriguez, Romain, Roseman, Rosenblatt, Rudes, Russell, Silver, Stallions, Superfisky, Tate-Blake, Tootle, Tulloss, Tureen, Van Voorhis, Veshinski, Weitman, Warner, 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/ESOL ENDORSEMENT

EXCEPTIONAL STUDENT EDUCATION

PROGRAM/ESOL ENDORSEMENT PREK-PRIMARY PROGRAM/ESOL ENDORSEMENT

PREK-PRIMARY MONTESSORI PROGRAM/ ESOL ENDORSEMENT

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 (70 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 School	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 496	Accomplished Practices Seminar	1 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 406*	Applied Linguistics	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 School	3 cr.
EDU 435*	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 (73 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.

TSL406*	Applied Linguistics	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 required 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/candidacy 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/CANDIDACY REQUIREMENTS

A student achieves program admission/candidacy by:

1. submitting official documentation of passing scores on all four sections of the CLAST, Praxis 1 or General Knowledge Test.
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.
4. passing all sections of the CLAST, Praxis 1 or General Knowledge Test.

Program Admission/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 permitted to take.

Students who have received formal Program Admission/Candidacy 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. All students seeking Florida state certification must comply with any new requirement prescribed by the state in order to complete their major. 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.

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, Praxis 1 or General Knowledge Test, 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
5. demonstrated competencies of "Fulfilled" in a minimum of nine (9) Accomplished Practices for the Florida Accomplished Practices.

The student teaching program component 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 course-

load (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 are required for a grade in Student Teaching and graduation from Barry University.

LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all the program requirements for their degree 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
5. passed all sections of the Florida Teacher Comprehensive Evaluations (General Knowledge, Subject areas and Professional examinations).
6. demonstrated competencies of "Fulfilled" in all twelve (12) Accomplished Practices for the Florida Accomplished Practices.

Students who are required to take preparatory courses before taking required courses may not be able to graduate in four years. Based upon direct classroom observation utilizing an approved teacher observation instrument and other assessment data, the faculty of the Adrian Dominican School of Education reserves the right to dismiss a student who, in its judgment, does not satisfy the requirements of scholarship, health, or personal suitability.

2 + 2 PROGRAM

PROGRAM ADMISSION/CANDIDACY

Barry University offers a Bachelor of Science degree in either Elementary Education (K-Grade 6), PreK-Primary (Age 3-Grade 3), or Exceptional Student Education (K-Grade 12) for students who have earned an associate's degree from Miami-Dade College, Broward Community College, Edison Community College, or Florida Keys Community College. To be eligible for the 2 + 2 program, the following criteria are recommended:

1. accessing all sections of the CLAST

Program Admission/Candidacy applications are available from the students' advisors.

Transfer students will be given TWO semesters to satisfy the philosophy/theology requirement.

ACCELERATED PROGRAM

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. Advisors can provide information on the 2+2+1 program.

The Adrian Dominican School of Education offers the Master of Science (M.S.) Degree in eight areas which lead to additional 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. Pre- or co-requisite: EDU151

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.

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. Pre-requisite: EDU151 and EDU218

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. Pre-requisite: EDU151 and EDU218

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 relates those concepts and questions to the primary classroom. Observation of children's language and their interacting with other children through language is required. Field experience.

466 Diagnostic Teaching of Reading in the Primary/Elementary Classroom (3)

Presents techniques of informal reading diagnosis, interpretation, and planning for individualized and small group instruction for the primary/elementary classroom. Field experience. Prerequisite: EDU 322 or equivalent.

467 Foundations of Reading Instruction (3)

Surveys more advanced methods, techniques, and materials for teaching reading K-12, including current strategies and trends.

468 Reading in the Content Areas (3)

Presents strategies for developing students' reading abilities in the content area subjects at the primary, elementary, middle, and secondary levels. Focuses on the instructional materials and methods for subject area teaching in vocabulary, comprehension, study strategies, and text learning experiences. Examines informal evaluation techniques to meet individual differences in reading abilities and interests. Field experience.

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.

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.

496 Accomplished Practices Seminar (Variable)

Provides special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

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 nine (9) 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, implementation, and evaluation of individualized education plans. Field experience.

424 Instructional Strategies for Students with Learning Disabilities (3)

Introduces instructional techniques for teaching children with disabilities, including specialized approaches in basic skills and adaptation of curriculum materials. Field experience.

428 Instructional Strategies for Students with Emotional Handicaps (3)

Introduces instructional strategies for teaching children who are identified as having emotional disabilities, including instructional techniques, motivational strategies, development, implementation, and evaluation of individualized education plans as well as data-based management. Field experience.

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
 Maritza Ryder, 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 Department 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 seamless program (ten or eleven semesters) leading to both the Bachelor of Science and Master of Science degrees is offered in **Athletic Training, Exercise Science, and Sport Management**. 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 Department of Campus Recreation and Wellness located in the Landon Student Union, 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. A new, state-of-the-art 4,000 sq. ft. Fitness Center opened in 2004 in the Landon Student Union. There are quality external facilities for baseball, softball, soccer, and tennis, along with multipurpose recreational fields. An outdoor pool, a sand volleyball court, a SCUBA dive locker, and an aerobics studio complete the sports complex.

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 careers in Athletic Training, Exercise Science, Physical Education, and Sport Management; (2) by offering qualified graduate students advanced professional studies in Movement Science or 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.
- **DEPARTMENT OF CAMPUS RECREATION AND WELLNESS:** 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, M.S., Director of Athletics

Kathy Turpin, M.S., Associate Director of Athletics

Jamie Carrig, M.S., 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 74%.

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 national testing date. The *NCAA Guide to International Academic Standards for Athletics Eligibility* contains the acceptable credentials applicable to foreign academic records that satisfy the graduation and core-curriculum requirements for initial eligibility specified in NCAA Bylaw 14.3.

All transfer students must meet the institution's general admissions requirements, as well as NCAA and Sunshine State Conference transfer rules in order to practice and compete in intercollegiate athletics.

In order to maintain eligibility and continue participation, all student-athletes are required by the NCAA to be in good standing with the university and, as per NCAA Bylaw 14.4, must be making satisfactory progress toward a Baccalaureate degree.

All student athletes must provide proof of adequate health insurance and pass the university's medical clearance examination prior to participation in athletics. If proof of insurance is not presented, the student-athlete will be issued student health insurance through the University and billed accordingly.

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	Juan Ranero
BASKETBALL	Cesar Odio
GOLF	Jimmy Stobs
SOCCER	Steve McCrath
TENNIS	George Samuel

WOMEN'S:

BASKETBALL	Nicole Hays
CREW	Paul Mokha
GOLF	Patti Rizzo
SOCCER	Kyllene Weiss
SOFTBALL	Shelly Lis Hoerner
TENNIS	George Samuel
VOLLEYBALL	David Nichols

DEPARTMENT OF CAMPUS RECREATION AND WELLNESS

Ed Londono, M.A., Director

Yuri Feito, M.S., Fitness Center Director/Assistant Director, CRW

The Office of Campus Recreation and Wellness (CRW) provides students, faculty and staff with a broad selection of structured sport, wellness/fitness, and recreational opportunities that promote the development of active lifetime patterns for health maintenance, weight management, stress reduction, chronic disease prevention, and long-term 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. CRW 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
- Pilates
- Power Walking
- Salsa
- Step and Tone
- Tai Chi
- Yoga
- Zumba

INTRAMURAL SPORTS (all co-ed)

- Basketball
- Flag Football
- Soccer
- Softball
- Ultimate Frisbee
- Volleyball
- Floor Hockey
- Whiffle Ball

CLUB SPORTS

- Basketball
- Soccer
- SCUBA Society
- Volleyball (Men’s)

OPEN RECREATIONAL ACTIVITIES

Facilities that are available during regularly scheduled open hours include the following:

- Fitness Center
- Gymnasium
- Tennis Courts
- Outdoor Racquetball Courts
- Swimming Pool
- Volleyball Sand Court
- Multipurpose Recreational Fields

VARIOUS ORGANIZED Recreational Outings & Extramural Sports

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: Barnes, Butcher-Mokha, Cerra, Clement, Cramer, Cremades, Gibson, Hicks, Kanefsky, Kegeles, Ludwig, Mier, Miller, Odio, Poczwardowski, Rosenberg, Samuel, Shapiro, Workman.

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

Physical Education–Teacher Preparation Option (PE-TEP)

Physical Education Option (PE)

SPORT MANAGEMENT, with options for:

Diving Industry Specialization

Golf Industry Specialization

5-Year Seamless B.S.-to-M.S. Option

The three optional five-year B.S. to M.S. seamless programs of study are available to qualified students and culminate with the **Master of Science degree in Sport Management or 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 for 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 Florida Department of Education (FL-DOE) certificate or 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**. 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 examine the ethical implications of professional practice. The school and department provide community participation and leadership opportunities for interested students, faculty, and staff. The administration and faculty are committed to providing instruction and services that supplement the classroom experience and promote diversity. This caring environment extends beyond the classroom into day-to-day mentoring relationships and services that support academic progress.

DEGREE REQUIREMENTS

Undergraduate majors in the Department of Sport and Exercise Sciences must satisfy all Barry University graduation requirements (e.g., distribution, upper level courses, GPA, minimum credit hours, integrative experience, etc.) as described in the “Academic Information” section located in the front of this catalog. These are in addition to the specific requirements outlined in the following sections for the particular major.

Information pertaining to the Department’s progression for “Full Acceptance” into a major is provided to all undergraduate students who have been initially accepted into the SES Department. These requirements are graphically represented in the “SES Student – Major Acceptance Progression” chart and are also available upon request from the Department Chair, each respective Program Coordinator, or one’s academic advisor. Students are strongly encouraged to apply for “full acceptance” prior to beginning the junior year and must apply prior to beginning the senior year, at the very latest. The student will be denied access to specified advanced level coursework in the major for which “full acceptance” is required (see details under section for each major). Requirements for full acceptance to the B.S. to M.S. options in ATR, EXS, and SM exceed the minimum requirements listed in the Acceptance Progression Chart. Please refer to these specific requirements in the Course Catalog or consult with the Program Coordinator.

Once “fully accepted,” individuals who do not continue to meet the minimal academic standards required for “full acceptance” to a particular program or major will be periodically reviewed by the SES faculty to determine eligibility to continue in the program.

Before internship, students must be fully accepted into their majors. Most of these culminating, capstone, full-immersion experiences will take place in the nearby community with the appropriate agency. In rare exceptions, approval may be given for out of town internships. These opportunities are reserved for students who evidence academic excellence, professionalism, and initiative. The decision to support an out-of-town internship is based on the recommendation of the advisor, the coordinator, and the department chairperson. Final approval must be obtained from the dean. Background checks and fingerprinting are required for some internships; costs for these are the responsibility of the student.

SES CORE

The SES Core is designed to provide broad-based competencies in certain areas fundamental to all majors seeking sound academic preparation in exercise and sport-related professions. Undergraduate students pursuing the Bachelor of Science (B.S.) degree in 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 Management and Golf Industry Management) 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	3
		OR	4
SES	361	Exercise Physiology and Lab	3
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 American 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 and have been "fully accepted" into the five-year seamless M.S. option. 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.)

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 require-

ments 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.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 52

The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 16 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 52.

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	16
** BIO 230 Human Anatomy and Laboratory (4)	
** BIO 240 Intro. to Human Physiology & Lab (5)	
** 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 55

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 316	Therapeutic Modalities and Laboratory	4
SES 318	Therapeutic Exercise and Laboratory	4
SES 320	Kinesiology & Laboratory	4
SES 321	Advanced Assessment of Athletic Injuries Upper Extremity and Lab.	4
SES 322	Advanced Assessment of Athletic Injuries Lower Extremity and Lab.	4
SES 330	Nutrition for Physical Performance	3
SES 381A	A. T. Clinical Skills Level II Pt. 1	2
SES 381B	A. T. Clinical Skills Level II Pt. 2	2
SES 481A	A. T. Clinical Skills Level III Pt. 1	2
SES 481B	A. T. Clinical Skills Level III Pt. 2	2
SES 487	Senior Seminar in Athletic Training	3
SES 499A	A. T. Internship I	6
SES 499B	A. T. Internship II	6

Electives (3 credit hours minimum) 3

Recommended Courses:

SES 326	Motor Learning (3)
SES 420	Biomechanics (3)
SES 441	Cardiac Rehabilitation and Laboratory (4)
SES 447	Biomechanics of Musculoskeletal Injury (3)
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	Intro. to Law in SES (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). Students will need to arrange transportation to off-campus clinical experience sites. This may include cost for public transportation and/or parking. Senior fall interns in SES 499 will begin at their site approximately two weeks before the term begins. Students must make room and board arrangements for this time which may result in additional financial obligations. Students attending summer session must be enrolled full-time during this session to receive financial aid.

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 considered 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 381A and SES 381B 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.
5. Submit application for “full acceptance” (required prior to enrolling in SES 481A).

Level III Completion Requirements:

1. Completion of SES 318 and Lab, SES 481A and SES 481B 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.
5. “Full Acceptance” granted.

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.

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 judgments 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 Psychiatrist 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 his or her major. If the review affirms the student's position, the student will be allowed to continue with the signed understanding that he or she 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 his or her major.

**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. A summer term may be required in some cases. 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. Students will need to

arrange transportation to off-campus clinical experience sites. This may include cost for public transportation and/or parking. Senior fall interns in SES 499 will begin at their site approximately two weeks before the term begins. Students must make room and board arrangements for this time which may result in additional financial obligations. Students attending summer session must be enrolled full-time during this session to receive financial aid.

**Full Acceptance into the B.S. to M.S.
Program in Athletic Training**

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" into the undergraduate Athletic Training program by meeting the established SES and ATR 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 or more undergraduate credit hours by 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)

DEGREE REQUIREMENTS: B.S. to M.S.

Distribution Requirements and Co-requisites 52

The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 16 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 52. **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	16
**BIO 230 Human Anatomy and Laboratory (4)	
**BIO 240 Intro. To Human Physiology & Lab (5)	
**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 55

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 316 Therapeutic Modalities and Laboratory	4
SES 318 Therapeutic Exercise and Laboratory	4
SES 320 Kinesiology & Laboratory	4
SES 321 Advanced Assessment of Athletic Injuries Upper Extremity and Lab.	4
SES 322 Advanced Assessment of Athletic Injuries Lower Extremity and Lab.	4
SES 330 Nutrition for Physical Performance	3
SES 381A A. T. Clinical Skills Level II Pt. 1	2
SES 381B A. T. Clinical Skills Level II Pt. 2	2
SES 481A A. T. Clinical Skills Level III Pt. 1	2
SES 481B A. T. Clinical Skills Level III Pt. 2	2
SES 487 Senior Seminar in Athletic Training	3
SES 499A A. T. Internship I	6
SES 499B A. T. Internship II	6

Undergraduate Course Electives (3 UG or GR credit hours minimum) 3

Recommended Courses:

SES 326 Motor Learning (3)	
SES 420 Biomechanics (3)	
SES 441 Cardiac Rehabilitation and Laboratory(4)	
SES 457 Biomechanics of Musculoskeletal Injury (3)	
SES 461 Advanced Exercise Physiology and Laboratory (4)	
SES 469 Directed Readings in Athletic Training (3)	
SES 479 Directed Readings in Athletic Training (3)	
SES 485 Intro. to Law in SES (3)	
Athletic Training Graduate Requirements 27	
SES 520 Biomechanics	3
SES 540 Medical Recognition of Ath. Injuries	3
SES 545 Manual Techniques	3
SES 590 Gross Anatomy and Lab	6
SES 616 Research Methods	3
SES 640 Rehabilitation Science	3
SES 645 Curriculum and Instructional Design	3
SES 689 Thesis	

OR 6

SES 679 Project/Internship	
----------------------------	--

Graduate Course Electives (3 GR credit hours minimum) 3

Recommended Courses:

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)	
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: ATHLETIC TRAINING (B.S. to M.S.) 165

EXERCISE SCIENCE (B.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 122-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, clinical 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 36 credit hours (beyond the SES core of 25 hours) which are specific to the Exercise Science major and which prepare students to attempt professional certification examinations. 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 361 Exercise Physiology. The student is eligible for full acceptance to the Exercise Science Major when the following requirements have been completed:

1. The student has completed at least 60 hours applicable to the degree and has fulfilled all SES Interim Acceptance requirements.
2. The student has declared a major in Exercise Science.
3. The student has passed Biology 230 (Human Anatomy), Biology 240 (Human Physiology), SES 210 (Foundations of Sport & Exercise Science), SES 270 (Concepts of Fitness and Wellness), CS 180 (Introduction to Computers) 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 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 and Department Chair 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 9 additional 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	36
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	370L	Fitness Assessment and Exercise Prescription Lab	1
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	Intro. to Law in Sport and Exercise Sciences (3)	

DEGREE TOTAL:

EXERCISE SCIENCE (B.S.) 122

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	370	Fitness Assessment and Exercise Prescription Lab	1
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: 27

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 in the Athletic Training section.

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 158 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 122 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.

Requirements for Full Acceptance to the B.S. to M.S. Exercise Science Program

The undergraduate student must first declare their major in the Exercise Science BS to MS degree program. Before beginning graduate level coursework in the B.S. to M.S. Exercise Science program, the undergraduate student must first be fully accepted in the B.S. to M.S. program by meeting the full acceptance requirements listed below. The undergraduate student who has been fully accepted into the program should meet with the Exercise Science Coordinator prior to beginning graduate coursework to determine if s/he will be pursuing the clinical or the research track.

Requirements for full acceptance into the B.S.-to-M.S. Exercise Science program:

1. Major in the B.S. to M.S. Exercise Science program has been declared.
2. Successful completion of Biology 230 (Human Anatomy), Biology 240 (Human Physiology), CS 180 (Introduction to Computers), SES 210 (Foundations of Sport & Exercise Science), SES 270 (Concepts of Fitness and Wellness), or equivalent courses, with a grade of C or better.
3. 2.75 cumulative GPA, and 2.75 average GPA in major, SES core, and co-requisite courses.
4. Approval from the Exercise Science Program Coordinator, the Chairperson of the Department

of Sport and Exercise Sciences, and the Dean of the School of Human Performance and Leisure Sciences.

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 (clinical track).
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. 6-9 credit hours must be 300+ level courses. **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 27

(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 370L Fitness Assessment and Exercise Prescription Lab 1

SES 441 Cardiac Rehabilitation 3

SES 441L Cardiac Rehabilitation Lab 1

SES 486 Practicum 2

SES 499 Internship 3

Undergraduate Course Electives 14

(3-6 credit hours must be 300+ level coursework)

Recommended Courses:

ACC 201 Financial Accounting (3)

BIO 104 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)

PSY 426 Health Psychology (3)

SES 463 Applied Physiology of Resistance Training (3)

SES 469 Directed Readings (3)

SES 479 Directed Research (3)

Exercise Science Major Graduate

Requirements (Clinical = 33; Research = 36) 33-36

SES 520 Biomechanics

SES 561 Adv Exercise Physiology & Lab

SES 578 ECG Interpretation & Exercise Testing

SES 616 Research Methodology

SES 618 Fitness & Wellness Promotion

SES 672 Exercise & Energy Metabolism

SES 686 Advanced Practicum

Clinical (9 hrs. required):

SES 585 The Law in SES (3)

SES 679 Internship (6)

OR

9

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 551 Fitness Assessment and Program Development (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 551 Fitness Assessment and Program
Development (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.) 155–158

PHYSICAL EDUCATION (B.S.)

Kathryn Ludwig, Ph.D., Coordinator

The Bachelor of Science degree in Physical Education (PE) prepares the student to teach physical education, fitness, and wellness in the primary, elementary, and/or secondary schools (K-12). The Physical Education major requires a total of up to 127 semester hours of coursework. **The minimum grade of C is required in all major, SES core, education, and co-requisite courses.**

The major in Physical Education 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, and SES 210. Continued observations and student-aiding are part of the course requirements in SES 470 and 476. SES 486 (Practicum in Teaching Physical Education) offers opportunities for further refining teaching skills.

PHYSICAL EDUCATION FULL ACCEPTANCE REQUIREMENTS

All students who have declared a major in Physical Education and meet the requirements for admission to Barry University will be “initially accepted” into the major. (See Acceptance Progression Chart depicted earlier in the SES section of this catalog). Applications for Full Acceptance into the major are to be submitted to one’s faculty advisor or to the PE Program Coordinator

well in advance of seeking enrollment in the methods course sequence (SES 470 and 476). This process is usually begun during the last semester of the sophomore year but no later than the start of the senior year.

At the time of application for Full Acceptance, Physical Education majors must designate one of two options: 1) remain in the PE major (PE) without student teaching and, upon graduation, apply for a Florida K-12 non-renewable 3-year temporary Teaching Certificate; OR 2) complete a “Change of Major Form” from PE to the Physical Education Teacher Preparation option (PE-TEP) with student teaching and, upon graduation, qualify for a Florida K-12 5-year Professional Teaching Certificate. (Refer to chart below on “Physical Education Full Acceptance Options”). **No student will be permitted to enroll in the methods course(s) (SES 470 and SES 476) without being fully accepted.**

All Physical Education Teacher Preparation (PE-TEP) majors must successfully progress through the two levels of proficiency outlined in the evaluative rubric associated with each of the twelve accomplished practices. 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. Students in the PE-TEP must also pass a third benchmark, where each student must meet the criteria for the “fulfilled or accomplished levels” of proficiency as a requirement for passing SES 499 and graduation.

Full Acceptance Criteria:

1. Pass proficiency tests in several locomotor skills, sports skills, and basic knowledge areas. The student must pass all proficiency tests prior to being “fully accepted.” Opportunities to improve any deficiencies identified are provided through the broad selection of ISR course offerings.
2. Complete SES 210, EDU 151, and EDU 218 with a C or better.
3. Achieve a 2.50 cumulative GPA;
4. Achieve a 2.50 average GPA in all SES and EDU courses combined;
5. Attempt all sections of the CLAST or General Knowledge (G.K.) test prior to completing the sophomore year or 60 credits of coursework;
6. Complete all SES department “Interim Acceptance” requirements (see “Acceptance Progression Chart” earlier in this section);
7. Apply for “Full Acceptance” no later than the junior year or the completion of 90 credits of coursework;

8. Seek the recommendation from the Physical Education Program Coordinator;
9. Obtain approval from the SES Faculty Review Panel.
10. Students who meet most, but not all, of the requirements for Full Acceptance 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 more semester. Students who meet all stipulated conditions will be fully accepted.
11. **Once approved for full acceptance into one option, the student may NOT subsequently change to the other option.**
12. **Additional Requirements Involving the PE-TEP:**

PE-TEP students must successfully complete the “bridging level” for all 12 “accomplished practices” AND pass all sections of the CLAST or G.K. test, for full acceptance. Full Acceptance into the PE-TEP constitutes “Full Admittance” to the Physical Education Teacher Education program. The PE-TEP prepares students to attempt the Florida Teacher Certification Examination (FTCE) and to apply for a 5-year Florida K-12 Professional Teaching Certificate. Additional coursework can prepare the student for the opportunity to seek the State certificate or endorsement in Coaching. (**NOTE: THE PE-TEP 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**).

Approval for Student Teaching:

SES 499: Internship and Seminar- PE Student Teaching meets the PE-TEP 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 have satisfied these conditions:

- a. be FULLY ACCEPTED into the PE-TEP, and thus be “Fully Admitted” to the PE-TEP;
- b. pass SES 470 and SES 476 with a C or better; **and**
- c. 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.

Physical Education Full Acceptance and Florida Teacher Certification Options

1. At the time of admission to Barry, all declared Physical Education majors will be “initially accepted” into the major.
 2. “Interim Acceptance” follows when students satisfy the published criteria listed in the SES Acceptance Progression Chart depicted at the beginning of the SES section in this catalog
 3. At the time of application for full acceptance, students must designate one of two options: Physical Education Teacher Preparation (PE-TEP) with student teaching or Physical Education (PE) without student teaching
 4. Once “fully accepted,” students in each option may enroll in the methods course sequence (SES 470 and SES 476) and must complete these classes with a grade of C or better.
 5. Students fully accepted into the PE-TEP option would complete a 12-hour student teaching internship. **A graduate of the PE-TEP option** would, upon application to the FL-DOE, be certified to teach in Florida with a five-year K-12 Professional Teaching Certificate.
 6. Students fully accepted into **the PE option** would complete 15 credit hours as listed below:

SES 486	Practicum in Elementary Physical Education (3-6)
SES 486	Practicum in Secondary Physical Education (3-6)
<u>AND</u>	
3-9 credits of additional SES electives must be completed from among the following courses, as approved by one's academic advisor, in order to complete 15 credits total in this category.	
SES 170	Introduction to Wellness (3)
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	Intro. to Law in Sport and Exercise Sciences (3)
*SES 486	Practicum in Coaching (3)
- * [Note: these courses also satisfy requirements for a certificate/endorsement in Coaching]

subject to application and approval from the Florida DOE].

A graduate of the PE option would be qualified to teach in Florida K-12 with a non-renewable 3-year temporary teaching certificate if all of the following conditions are satisfied:

1. Achieve a cumulative GPA of 2.5 at the time of graduation
2. After graduating, complete the certification application process with the Florida DOE.
3. Submit to a fingerprint check from the Florida Department of Law Enforcement.
4. Obtain employment in a school that has a Florida approved system for documenting the demonstration of required professional education competence.
5. Qualify based on meeting the subject area specialization requirements through completed coursework in the major.

In order to apply for a 5-year Professional Teaching Certificate upon expiration of the temporary teaching certificate, the following must first occur:

- a. Meet general knowledge requirements within first year; and
- b. Successfully complete a professional preparation alternative certification and education competency program, outlined in paragraph (7)(a);
OR
- c. Complete professional preparation courses as specified in State Board Rule, successfully complete a professional education competence demonstration program pursuant to paragraph (7)(b), and achieve a passing score on the professional education competency examination required by State Board Rule.

“7(a) The Department of Education shall develop and each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district’s instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in this subsection and rules of the State Board of Education.”

“7(b) Each school district must and a state supported public school or a private school may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional education competence as required by law. Each program must be based on classroom application and instructional performance and must include a performance evaluation plan for documenting the demonstration of required professional education competence.”

DEGREE REQUIREMENTS: PE-TEP Option

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 (3)	
		OR	
PHI	155	History of Philosophy II	
THE	103	World Religions (3)	
		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 (3)	
		OR	
HIS	202	US People and Ideas II (3)	
		AND	
XXX	xxx	Social Science Elective-ECO, GEO, HIS, POS (3)	

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 21

(See listing. SES 360 required @ 4 hrs. but counted in Distribution)

Physical Education Major Requirements 38

CS	180	Introduction to Computers	3
EDU	151	Introduction to Education	3
EDU	218	Educational Psychology	3
EDU	496	Assessment in Ed. Accomplished Practices Portfolio	1
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	Dir. Readings in Physical Education	3
SES	470	Methods & Practice of Teaching I	4
SES	476	Methods & Practice of Teaching II	4

Additional Major Requirements 12

SES	499	Internship and Seminar in Phys. Ed [Student Teaching] (12)	
-----	-----	--	--

ELECTIVES (3 hrs. minimum)	3
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 Intro. to Law in SES (3)	
*SES 486 Practicum in Coaching (3)	

* NOTE: These courses also satisfy the requirements for a Florida Coaching Certificate / Endorsement (from the above list of electives)

DEGREE TOTAL: PE-TEP OPTION

PHYSICAL EDUCATION

TEACHER PREPARATION (B.S.) 127

DEGREE REQUIREMENTS: PE-Option

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 154 History of Philosophy I (3)	
OR	
PHI 155 History of Philosophy II	
THE 103 World Religions (3)	
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 11

** 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)	

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY 281 Introduction to Psychology (3)	
HIS 201 US People and Ideas I (3)	
OR	
HIS 202 US People and Ideas II (3)	
AND	
XXX xxx Social Science Elective-ECO, GEO, HIS, POS (3)	

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 21

(See listing. SES 360 required @ 4 hrs. but counted in Distribution)

Physical Education Major Requirements 34

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 470 Methods & Practice of Teaching I	4
SES 476 Methods & Practice of Teaching II	4

Additional Major Requirements 15

SES 486 Practicum in Teaching Elementary PE (3-6)	
SES 486 Practicum in Teaching Secondary PE (3-6)	

AND

3-9 credits of additional SES electives, as approved by one's academic advisor, in order to complete 15 credits total in the "Additional Major Requirements" category:

Other Electives (3 hrs. minimum) 3

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 Intro. to Law in SES (3)	
*SES 486 Practicum in Coaching (3)	

* NOTE: These courses also satisfy the requirements for a Florida Coaching Certificate / Endorsement (from the above list of electives)

DEGREE TOTAL: PE-Option PHYSICAL EDUCATION (B.S.) 120

Coaching Certificate/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.

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 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.

Five Year B.S. to M.S. Option

The B.S. to M.S. option in Sport Management is available to qualified students who meet the criteria for selection to and continued enrollment in this program. (See specific requirements for “full acceptance” to the B.S. to M.S. option and detailed program description later in this section). Further information is available from one’s academic advisor or the program coordinator. Along with other published requirements, the student must have a 2.75 cumulative Barry GPA and a 2.75 average GPA in all SES & major courses attempted, including courses for the Business minor.

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, BIO 220L, 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 major and business minor 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):

CAT 102 Basic Computer Applications 3

SES 250 Sport and Recreational Management 3

SES 485 Introduction to Law in SES 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)	
MGT	305 Organizational Behavior & Management	3
MGT	352 Human Resource Management	3
MKT	306 Marketing Concepts and Applications	3
MKT	385 Consumer Behavior (Prerequisite - SES 440)	3
+Choice of one business elective recommended by the Associate Dean, Andreas School of Business		3

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 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:		15
SES	250 Sport & Recreation Management	3
SES	440 Sport Marketing, Promotions and Fundraising	3
SES	480 Contemporary Issues & Ethics in Sport	3
SES	485 Intro. to Law in SES	3
SES	486 Practicum in Sport Management	3

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: SPORT MANAGEMENT MINOR **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 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. Verification of current medical insurance with specific coverage for SCUBA diving, including hyperbaric medical treatments and remote air ambulance coverage.

- **5. 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.
- **6. Agreement to summer availability between the junior and senior years, in order to complete an intensive experience in various diving activities.
- **7. Agreement to complete and document no fewer than 15 open-water dives per calendar year (excluding dives associated with coursework).
- 8. Successful completion of the Cooper 12-minute Swim at a "Good" or higher category.
- 9. ISR 155 or equivalent entry-level "Open Water" certification from a recognized training/certifying agency.
- 10. ISR 255 or equivalent intermediate "Advanced Open Water" certification from a recognized training/certifying agency.

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, 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 upon documentation of annual servicing by industry professional.

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)
- ** 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 and Lab	3
SES 230	Recreational Diving Theory	3
SES 240	Dive Accident Management & Rescue and 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)	
MIS 215	Intro to Information Systems	3
MGT 305	Organizational Behavior & Management	3
MKT 306	Marketing Concepts & Applications	3
MGT 352	Human Resource Management	3

+Choice of one business elective recommended by the Associate Dean, Andreas School of Business 3

Other 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.

Required Courses:		22
SES	110 Intro to Diving Sciences, Tech & Mgmt	2
SES	211 Lifeguarding	2
SES	212 Emergency Response	3
SES	226 Seamanship and Lab	3
SES	230 Recreational Diving Theory	3
SES	240 Dive Accident Management & Rescue and Lab	3
SES	311 Tropical Diving Environments	3
SES	351 Diving Leadership & Practicum	3

Recommended Electives: (3 hours required)		3
SES	304 Recreational Diving Specialties (3)	
SES	308 Underwater Photography (3)	
SES	362 Diving Bus Mgmt, Retailing & Practicum (3)	
SES	365 Hyperbaric Phys & Decompression Theory (3)	

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 totaling 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

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)

MIS 215 Intro to Information Systems 3

MGT 305 Organizational Behavior &
Management 3

MKT 306 Marketing Concepts & Applications 3

MGT 352 Human Resource Management 3

+Choice of one business elective recommended by the
Associate Dean, Andreas School of Business 3

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

SPORT MANAGEMENT (B.S. TO M.S.)

Annie Clement, Ph.D., Coordinator

The seamless Bachelor of Science to Master of Science Degree in Sport Management is a 156 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 120 undergraduate semester hours and 36 graduate semester hours.

The student who successfully completes the program meets the requirements for both the Bachelor of Science and the Master of Science degree in Sport Management.

The student may select one of two tracks, thesis or internship. The thesis track is designed to prepare the student for doctoral study and/or positions in a sport-related career. The internship track includes a graduate level applied experience working in an area of particular interest, such as facility management, marketing and promotions, or management within a sport or recreational organization.

Admission to the B.S. to M.S. Sport Management Program

The undergraduate student intending to apply to the graduate program should meet with the Sport Management Coordinator no later than the end of the junior year. Before beginning graduate level coursework in the B.S. to M.S. Sport Management program, the undergraduate student must first be fully accepted in the undergraduate Sport Management program by meeting the established full acceptance requirements. In addition, the student must have met the following additional requirements.

1. Major in the B.S. to M.S. Sport Management program has been declared.
2. Student has achieved junior status or completed at least 60 hours applicable to the degree.
3. Student has completed 50% of distribution requirements OR has fulfilled all SES Interim Acceptance requirements.
4. Successful completion of SES 210, SES 250, BIO 220, ENG 111, ENG 112, and MAT 152 or equivalent courses, with a grade of C or better.
5. The student has both a 2.75 cumulative overall GPA, and 2.75 average in all SES and major courses attempted.
6. Approval from the Sport Management Program Coordinator, the Chairperson of the Department of Sport and Exercise Sciences, and the Dean of the School of Human Performance and Leisure Sciences.

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 (thesis track), or
4. Successful completion of the internship and the internship project (internship track).

DEGREE REQUIREMENTS, B.S. TO M.S.

Distribution Requirements and Co-requisites 47

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
(PHI 170, Contemporary Moral Problems, is strongly recommended)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

** BIO 220 Human Anatomy and Laboratory 3

** MAT 152 Elementary Probability & Statistics 3

** SES 360 Applied Exercise Physiology and Lab 3

SOCIAL AND BEHAVIORAL SCIENCES 9

** ECO 201 Introductory Macroeconomics 3

** 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):

CAT 102 Basic Computer Applications 3

SES 250 Sport and Recreational Management 3

SES 485 Introduction to Law in SES 3

SES 499 Internship in Sport Mgmt 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)

MIS 215 Intro to Information Systems 3

MGT 305 Organizational Behavior & Management 3

MKT 306 Marketing Concepts and Applications 3

MGT 352 Human Resource Management 3

MKT 385 Consumer Behavior (Prerequisite - SES 440) 3

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)

Required Graduate Courses, Thesis Track 18

SES 585 Law in Sport and Exercise Sciences 3

SES 616 Research Methods 3

SES 634 Governance and Ad. Of Amateur Sport 3

SES 686 Advanced Practicum 3

SES 689 Thesis 6

OR

Required Graduate Courses, Internship Track 15

SES 585 The Law in Sport and Exercise Sciences 3

SES 616 Research Methods 3

SES 634 Governance and Ad. Of Amateur Sport 3

SES 679 Internship/Project 3

Sport Management Graduate

Course Electives (18 thesis; 21 internship track) 18-21

SES 530 Managing the Sport Enterprise (3)

SES 533 Sport Marketing Management (3)

SES 544 Financial Applications to Sport (3)

SES 652 Labor Relations in Sport (3)

SES 663 Risk Management (3)

SES 531 Media Relations and Sport (3)

SES 532 Facilities and Event Planning (3)

SES 535 Managing Professional Sport (3)

SES 537 Sport Psychology (3)

SES 618 Fitness and Wellness Promotion (3)

MBA 601 Human Resource Management (3)

MBA 605 Entrepreneurial Management (3)

MBA 660 Managerial Accounting (3)

MBA 681 Economics for Strategic Decisions (3)

DEGREE TOTAL:

SPORT MANAGEMENT (B.S. to M.S.) 156

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.

199/299 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 Administration, 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 watermanship and self-rescue techniques, panicked divers, missing divers, in-water artificial respiration, pressure-related accidents, and diving accident scenarios. Students successfully completing the course may be 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 minoring in one of the SES programs. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life. Students will examine their personal health risk, complete a personal fitness and nutritional assessment, as well as pursue an individual exercise prescription program. Hands-on experiences and exposure to the use of computer analysis in fitness assessment are included.

275 Professional Proficiency — Aquatic Activities (1)

Activities include: Canoeing, Lifeguard Training, Rowing, Sailing, SCUBA Diving, Swimming, Water Safety Instruction. Prerequisite: Coordinator's approval.

280 Professional Proficiency — Dance Activities (1)

Activities include: Ballroom Dance, Jazz Dance, Modern Dance, Social, Folk and Square Dance. Prerequisite: Coordinator's approval.

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), Sport Management-Diving Industry (MD), Sport Management-Golf Industry (MG), 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, 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 & Lab (4)**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.

321 Advanced Upper Extremity Assessment of Athletic Injuries and Laboratory (4)

This course is designed to introduce the athletic training student to techniques in assessment and evaluat-

ing athletic related injuries in the upper extremity, head facial, ear, eye regions. The student will be introduced to the processes associated with evaluating structural, bio-mechanical, neural, and etiological factors related to athletic injury. Prerequisites SES 220/220L (as required by the program director)

322 Advanced Lower Extremity Assessments of Athletic Injuries and Laboratory (4)

This course is designed to introduce the athletic training student to techniques in assessment for evaluating athletic related injuries to the lumbar spine, hip, knee, and ankle region. The student will be introduced to the processes associated with evaluating structural, bio-mechanical, neural, and etiological factors related to athletic injury. Prerequisites SES 220/220L (as required by the program director)

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. (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 may be 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 and Full Acceptance.

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).

370L Fitness Assessment and Exercise Prescription Lab (1)

This lab course is designed to provide students the opportunity to acquire the skills necessary to perform fitness assessment and exercise testing for cardio-respiratory fitness, body composition, and muscle flexibility, strength and endurance, and to demonstrate various exercises prescribed for muscle flexibility, strength and endurance as recommended by the American College of Sports Medicine. 2-hour laboratory weekly. Prerequisites: SES 270, and SES 360 or SES 361.

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.

381A 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.

381B 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 381A.

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 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.

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.

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.

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.

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.

481A 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 381B and Full Acceptance.

481B 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 481A.

485 Introduction to Law in Sport and Exercise Sciences (3)

Law affecting participation, supervision, and administration of amateur, professional, and recreational sport and exercise.

486 Practicum (2, 3, or 6)

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). Course may be repeated if field experience is varied. Prerequisites for all SES majors: 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. PE-Option students must enroll in a minimum of 6 credits total and a maximum of 12 credits total.

487 Senior Seminar in _____ (2 or 3)

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, 6 or 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. All internship assignments are local in order to provide appropriate faculty supervision. Rare exceptions may be made for offsite internships by the Dept. Chair and Dean for exceptional students who have demonstrated superior academic performance and the ability for self-motivation. Students must be able to provide personal transportation to all internship affiliations and absorb expenses related thereto. 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. A total of 12 cr. hrs. is required for all SES majors, except for the five-year EXS B.S. to M.S. option, which only requires 3 credits. Prerequisites: Full Acceptance into the PE-TEP or other designated SES major (excludes PE option), 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, Chang, Ellis, Fernandez, Fickel, Freed, Hengartner, Hays, Hu, Jimenez, Laudan, Lin, Maciá, Montague, Mudd, Packert, Sanborn, Shaw, Vega, 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, Nuclear Medicine Technology Internships are currently available.

A biology minor is required, at least 10 credits of which must be taken at Barry before the internship.

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 and interpret 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 104, 112, 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 104, 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 104, 230, 325, 330, 334, 341(recommended), and one of the following: BIO 300M Nutrition or Animal Nutrition,

346, 450, 455, 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 104, 220, 240, 253, 341 (recommended) and either 300M Nutrition or Animal Nutrition, 346, 450, 455 or 451, and BIO 300's sections as specified in "Other Biology Requirements" section of catalog; Chemistry 111, 112, and 152; MAT 152; and a minimum of 4 semester hours of physics.

BIOLOGY (B.S.)

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 and interpret 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; this score will appear on the student's transcript and faculty may incorporate results in letters of recommendation. 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 300c: Biomedical Terminology for all allied health 3 + 1 programs, pre-PA, pre PT, and freshmen with verbal SATs below 480. 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 accepted.

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; Indiana University; University of Indiana; Loyola University; Marquette University; Medical University of South Carolina;

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; Ohio State 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 104, 112, 216, 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	104	Biological Foundations	4
CHE	111	General Chemistry	4
BIO	300a	Orientation	1
ENG	111	Freshman Comp. and Lit.	3
MAT	109	Precalculus Mathematics I	3
			Total 15

Spring:			Semester Hours
BIO	112	Botany	4
CHE	112	General Chemistry	4
ENG	112	Techniques of Research	3
MAT	110	Precalculus Mathematics II	3
			Distribution Credits
			3
			Total 17

Summer:			Semester Hours
MAT	211	Calculus I	4
			Distribution Credits
			6
			Total 10

YEAR 2

Fall:			Semester Hours
BIO	216	Zoology	4
BIO	230	Human Anatomy	4
CHE	343	Organic Chemistry	4
PHY	201	General College Physics	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 104 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 216
(note prerequisite: BIO 104)
- 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 216
(Note prerequisite: BIO 104)
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 illustration, 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 104, 112, 216, 303, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 225 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 334 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 104, 112, 216, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 225 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 334 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 neurological dysfunctions. By applying scientific 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 104, 112, 216, 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 or THE 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 104, 112, 216, 303, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 225 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 334 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 or THE 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	104	Biological Foundations	04
BIO	112	Botany	04
BIO	216	Zoology	04
BIO	260	Biodiversity of Ecosystems	04
BIO	312	Ecology	04
BIO	360	Dynamics of Restoration Ecology	03
CHE	209	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; Biology–Epidemiology; or Biology–Marine.

Chemistry (39 cr. hrs.)

CHE	112	General Chemistry II	04
CHE	343	Organic Chemistry I	04
CHE	344	Organic Chemistry II	04
CHE	321	Quantitative Analysis	04
CHE	352	Biochemistry	04
CHE	355	Basic Physical Chemistry	03
CHE	421	Instrumental Analysis	04
MAT	211	Calculus	04
PHY	201	General College Physics I	04
PHY	202	General College Physics II	04

Biology – Epidemiology (40 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	Immunology	03
CHE	112	General Chemistry II	04
CHE	152	Intro. To Organic and Biological Chem. or	
CHE	343	Organic Chemistry I	04
MAT	152	Elementary Probability and Statistics	03

Biology – Marine (40 cr. hrs.)

BIO	225	Comparative Anatomy	04
BIO	305	Introduction to Oceanography	03
BIO	310	Marine Biology	04
BIO	335	Comparative Physiology	04
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

Students in the biology specializations 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 (02 up to 30 credits for Biology - Marine Specialization).

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, 104, 216, 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 104, 112, 216, 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.

104 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)

112 Botany (Lecture 3, Lab 1)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: C or better in BIO 104 lecture. (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.

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.

216 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: C or better in BIO 104 lecture. (special fee)

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 216 or equivalent. (special fee)

230 Human Anatomy for Majors (Lecture 3, Lab 1)

Gross anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (special fee)

230 Human Anatomy for Sports Medicine/ Exercise Science Majors (Lecture 3, Lab 1)

Gross anatomy with laboratory, including dissection of the mink. 3 hours lecture, 2 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 104. (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: C or better in Bio 220 or 230 lecture. (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 104, 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 104 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: Sophomore level or above or approval of instructor. 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.

303 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.

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 104 or 216. (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 216, 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 104 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 104 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 104 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 104 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. Prerequisites 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. Saturday field trips may be required. 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. Pre-requisites: BIO 104, 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.)

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 216. (special fee)

440 Evolution (3)

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: Biology 112 and 216 or equivalent; BIO 220 or 225 or 230.

445 Microtechnique (Lecture 3, Lab 1)

Principles and theories of fixation and staining processes. Methods of preparing animal tissues. Laboratory and restoration, 8 hours weekly. Prerequisite: BIO 104, (special fee), BIO 450/L (Histotechnology students).

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 104; Biology 220 or 225 or 230. (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 104 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 104, 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.

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. (Restricted to Histotechnology students.)

259, 359, 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, AHI (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.

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, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

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. Patient contact is limited.

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 104, 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: Chemistry:	4 semester hours in Biology 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, and University of Miami Hospital and Clinics Comprehensive Sylvester Cancer Center.

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.

West Palm Beach: Bethesda Memorial Hospital and Boca Raton Laser Center Pathologist Services. 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 accredited 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.

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., Director

The profession of cardiovascular perfusion is one of the newest and most challenging in health care. Perfusionists apply their knowledge of the cardiopulmonary 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 three semesters. 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 nonrefundable 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. 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.

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.

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

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
----------------------	----

Second Year

Fall Semester

Clinical Practicum II 12

Spring Semester

Clinical Practicum III 12

Total Required for Graduation 69

The Cardiovascular Perfusion program will have one class annually and enrollment is limited. 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 student 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 Practicum II or III will result in dismissal from the program. The grading scale for the *Clinical Practicum 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, echo cardiography, 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

Douglas M. Mitchell, M.S., OTR/L, Director

The 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; students are no longer admitted at the undergraduate level.

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 Occupational 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 76% of the Track I students over the past 20 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, Hacker, Harris, Holloway, Hershorin, Lamet, Little, Majka, Maze, Medina-Shepherd, Opalinski, Parns, Pinkerton-Johnson, Rafalko, Sutton

Philosophy

This philosophy describes the beliefs and values of the faculty of the Barry University School of Nursing about person, environment, health, illness, professional nursing. The philosophy evolves from the university mission and supports the purpose of the School of Nursing.

The faculty believes that persons are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's, culture, environment, and changing life contingencies. We respect the diversity, multiple realities, and the individual choices of all persons. Within the context of caring, we place value on the quality of life for human beings.

Environment is dynamic and made up of the natural and constructed settings within which all persons exist and interact. Nursing occurs in the context of a global community. Professional nursing carries with it a commitment to shape and transform the environment as well as to provide care within the environment.

The faculty believes that health is the unity of mind-body-spirit and is interpreted and expressed individually and in groups. The experience of illness is an alteration in 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 knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. The faculty believes that the baccalaureate degree in nursing is the minimal 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, leaders, 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.

Nursing scholarship advances the knowledge base of the discipline, promotes inquiry, and generates and uses research and theories that are selected based on their compatibility with professional values and practices. Inquiry is paramount to competence in professional practice and life long learning. The unique focal areas of our inquiry integrate multicultural health, health care of underserved and disenfranchised populations, and risk and resilience.

The curricula of the School of Nursing are community focused and process based. The curricula promote and facilitate critical thinking, analytic reasoning and the ability to critique and construct knowledge.

Curricula are dynamic and based on the belief that 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 articulates with the university mission through the major characteristics of quality education, religious dimension, community service and a caring environment which celebrate the diversity of students, faculty, and community. In addition, the School of Nursing embraces Barry, international dimension, respect for human dignity, the Dominican spirit of scholarship and service, and commitment to social responsibility and leadership.

Purpose

The purpose of the undergraduate nursing program is to offer students a baccalaureate education which will prepare them, in the milieu of a caring environment, for professional nursing practice. The program, within a basic Judeo-Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions that require beginning administrative skills without additional education, beginning skills in research, continued personal and professional growth, and graduate study in nursing. The purpose of the RN to BSN nursing program is to offer students a baccalaureate education, preparing the clinically competent registered nurse for advancement to higher levels of clinical practice, education, and leadership in a wide variety of community settings.

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.

Outcomes

In accordance with The Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing, the faculty identified the following outcomes expected of each student at the end of the baccalaureate program in nursing:

- 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 interventions; 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.

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 Two-Year Transfer Option.

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 communities and 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 stan-

dards; 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; safely position, lift, and transfer 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) without repeats.

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. Completion of the admission file is the responsibility of the applicant. Meeting the admission requirements does not guarantee admission to the School of Nursing.

The following are the admission application deadlines and notification date for Barry University School of Nursing undergraduate programs:

Admission Start Term	Admission File Completion Dates	Applicant Notification Dates
Spring 2006 Summer 2006 Fall 2006	February 1	February 28
Spring 2006 Summer 2006 Fall 2006	May 1	May 31
Spring 2006 Summer 2006 Fall 2006	July 1	July 31
Spring 2006 Summer 2006 Fall 2006	September 1	September 30
Spring 2006 Summer 2006 Fall 2006	November 1	November 30

Admission to the School of Nursing does not guarantee progression to clinical nursing courses or graduation. The faculty of the School of Nursing reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability to practice professional nursing.

Background Checks

Some clinical sites require students to be fingerprinted, pass drug screening and background checks and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes Title XXI, Chapter 435.04 Level 2 Screening Standards will be unable to remain in the nursing program.

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) In the event a grade lower than a C is received in any undergraduate nursing course, the student must submit a letter to the Student Affairs Committee before the start of the course the student wishes to repeat requesting permission to repeat the course and continue in the School of Nursing. The faculty members of the Student Affairs Committee will evaluate the student's academic and advisee records. Depending upon this evaluation, the student may be allowed to repeat the course or be advised that permission has not been granted, and therefore, the student cannot continue in the nursing program.
- (5) One nursing course may be repeated *one* time with the consent of the Student Affairs Committee. A student receiving a second failure in any undergraduate nursing course will not be permitted to continue in the nursing program.
- (6) The grades of D, F, W, WP, and WF are considered the same as a grade lower than C when repeating any undergraduate nursing 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 Option students who receive lower than a C in a nursing course (D, F, W, WP, WF) may be approved for continuation in the School of Nursing's Basic Option by the Student Affairs Committee.

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 respon-

sive 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 and submission of a portfolio. 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 19 cr.
 - d. Social/Behavioral Sciences 9 cr.
 - e. Arts/Humanities 9 cr.
 - f. Computer/Open Elective 7 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 XX), 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.

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
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.)

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	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

* Students entering the Accelerated Option must take NUR 283 prior to beginning the nursing program.

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 3)

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 2)

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 212, 220, NUR 221, NUR 222.

325 Nursing Care of Families: Parent/Child (Theory 4, Clinical 4)

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, PSY 382

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 220.

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) (RN/BS to MSN Only)

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: "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 3)

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 320, NUR 325, NUR 380.

489 High Acuity Nursing of the Adult (Theory 3, Clinical 3)

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. Prerequisite: NUR 320, NUR 325, NUR 380.

490 Community/Public Health Nursing (Theory 2, Clinical 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. Prerequisite: NUR 320, NUR 325, NUR 380.

491 Nursing Care of the Older Adult (Theory 1 credit, Clinical 1 credit)

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. Prerequisite: NUR 320, NUR 325, NUR 380.

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.

**493R Nursing Leadership (Theory 3)
(R.N. Only)**

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.

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, 483.

510 Advanced Pathophysiology (Theory 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 (Theory 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 M. Singleton, D.S.W., BSW Director

Faculty: Charania, Cook, Cummins, Gray, Houston-Vega, Lewis, Mack, Molina, Moreda, Munnings, Nuehring, Pierce, Ramos, Rodriguez, Scott, Singleton, Smith, Sprague-Damon, Thurston, Tully, Uzzi, Whelley,

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 which was fully accredited by the Council on Social Work Education in 2003. 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.

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;
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.

BACHELOR OF SOCIAL WORK (BSW)

ADMISSION REQUIREMENTS

All undergraduate students entering Barry University must apply to the University's Office of Admission.

BSW Major-Specific Admission Criteria:

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.

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 to Major Courses form in addition to the University Application

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. Exceptions to the admission policy may be granted for special circumstances on a case-by-case basis by the Program Director.

Progression to Major Courses

Admission to the University does not guarantee progression to the 300 level courses or to the fieldwork 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 Education I 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 75 hours 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 **will exceed** the University's distribution requirement of 45 credit **hours**. The Social and Behavioral Science area includes 18 hours bringing the total distribution/co-requisite credit hours to 54. The courses social work majors should choose from to fulfill the category of distribution and co-requisites are listed below. Availability of courses will vary by semester. Required courses are indicated with an asterisk. Strongly recommended courses are indicated by double asterisks. Availability of courses will vary by semester.

Written Communication (6 hours)

English 111	Freshman Composition and Literature
English 112	Techniques of Research
English 210	Introduction to Literature
English 212	Processes and Strategies for Writing
English 312	Advanced Composition
English 329	English Composition and Syntax (ACE)

Oral Communication (3 hours)

Communication 104	Interpersonal Communication
Communications 320	Family Communications (ACE)
Speech 101	Fundamentals of Speech
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 306	Dynamics of Faith, Beliefs, and Theology
Theology 311	Sexuality, Sex and Morality
Theology 312	Freedom and Virtue
Theology 325	Feminist Perspectives in Ethics
Theology 327	Peace and Justice
Theology 331	Christianity and Culture
Theology 360	Women in the Church
Theology 362	Women in the New Testament
Theology 372	Marriage and the Family

Philosophy (6 hours)

Philosophy 120**	Critical Thinking
Philosophy 150	Philosophic Problems
Philosophy 220	Introduction to Philosophy
Philosophy 260	Philosophy of the Human Person
Philosophy 292**	Ethics
Philosophy 304	Epistemology
Philosophy 305	Problems in Philosophy
Philosophy 308	Philosophy of Law
Philosophy 314	Metaphysics
Philosophy 318	Modern Philosophy
Philosophy 319	Contemporary Philosophy
Philosophy 353**	Biomedical Ethics
Philosophy 354	Environmental Ethics
Philosophy 355	Philosophy of Politics
Philosophy 370	Contemporary Moral Problems

Fine Arts (3 hours)

Any Art, Music, Theatre, Dance, or Photography Course except MUS 376 or MUS 476

Humanities (6 hours)

Any 2 Spanish or French**

Natural and Physical Sciences (9 hours)

Math 107	General Education Mathematics
Math 109	Pre-calculus Mathematics
Math 152**	Elementary Probability and Statistics *
Biology 103	Biological Crisis
Biology 120*	Biology Overview for non-biology majors *
Biology 215	Health and Wellness
Biology 300*	Biology for Social Workers *

Social And Behavioral Sciences (18 hours)

CRM 200**	Introduction to Criminology
CRM 305	Women and Crime
CRM 317	Elite and Organized Crime
CRM 328	Race, Class and Crime
Economics 201/202**	Introduction to Macroeconomics
Political Science 201*	American Government*
Political Science 303	Public Policy and Administration (ACE)
Political Science 355	Environment and Politics (ACE)
Sociology 201*	Introduction to Sociology*
Sociology 202	Juvenile Delinquency
Sociology 204	Social Problems
Sociology 246	Marriage and Family
Sociology 300	Schools and Society
Sociology 301	American Family (ACE)
Sociology 305	Issues in Culture (ACE)
Sociology 307	Race and Ethnicity
Sociology 332	Drugs and Society
Sociology 370	Social Psychology
Sociology 372	Social Stratification
Sociology 405**	Sociology of Race, Class, & Gender**
Sociology 415	Women in Contemporary Society
Sociology 417	Sociology of Death and Dying
Sociology 455	Sociology of the Family
Psychology 281*	Introduction to Psychology
Psychology 301	Psychology of Drug and Alcohol Abuse
Psychology 306	Psychology of Women
Psychology 325	Theories of Personality
Psychology 329	Understanding and Coping with Stress (ACE)
Psychology 370	Social Psychology
Psychology 382	Developmental Psychology
Psychology 410	Group Dynamics and Decision-Making (ACE)
History 150	The Meaning of History
History 201**	U.S. People & Ideas I
History 202**	U.S. People & Ideas II
History 306**	Twentieth Century America
History 315	History of Florida
History 390**	U.S. History since World War II

Note: Must take at least one history course

Computer Proficiency (3 hours or a score of 75% on computer placement waiver test)

CAT 102	Basic Computer Applications
CS 180	Introduction to Computers

School of Social Work Required Courses

1st Year and Sophomore Year	Junior Year	Senior Year
SW 201 Introduction to Social Work	SW 361 Human Behavior in the Social Environment I	SW 471 Practice II
SW 352 Social Welfare Policy	SW 362 Human Behavior in the Social Environment II	SW 472 Practice III
	SW 340 The Personal, Cultural, and Social Influences on Helping	SW 476 Practice IV
	SW 481 Research	SW 491 Field I
	SW 376 Practice I	SW 492 Field II
	Volunteer experience	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 also introduces 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 (3)

This course emphasizes definitions and utilizations of power as it relates to the history, philosophy, and practice of community organization. Students learn to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order; and plan and utilize strategies for bringing about change. Pre- or co-requisite: Practice II

455 Ethnic Sensitive Social Work Practice (3)

This course helps students develop a culturally sensitive perspective for work with members of minority groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with minority individuals, families, groups, and communities. Pre- or co-requisite: Practice II.

458 Social Work with Women (3)

This elective introduces students to the psychological and social development of women. Special problems faced by women (e.g., divorce, battering, depression, eating disorders) are discussed, and feminist interventions described. Pre- or co-requisite: Practice II

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 knowl-

edge 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.

475 Social Work Practice with Refugees and Immigrants (3)

This course is designed to examine the unique issues affecting refugee and immigrant populations. As a result, it provides a comprehensive perspective of social work practice – a perspective that entails the examination of multiple factors that affect refugees and immigrants at the micro, meso, and macro levels, and relevant practice approaches at each of those levels.

Pre-/Co-Requisite SW 340

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 (3)

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 requires a minimum of 240 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 II requires a minimum of 240 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 explanation of skill areas and 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

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; it establishes a set of specific ethical standards that guide social work practice; and it provides the principles on which the public can hold a practitioner accountable. These principles depict the scope of responsibility to which the student obligates him/herself from the time of entry in the MSW program. In order to remain in good standing in the program, the MSW students, as stated in the NASW Code, "...must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p.23, NASW Code of Ethics).

Standards	Skills Areas	Examples of Essential Behavior
<p>Professional Ethics: Student conducts self in accordance with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics</p>	<p>Recognizes legal and ethical dilemmas and seeks appropriate consultation when necessary; demonstrates practice strategies that respect the positive value of diversity; challenges social injustice; maintains professional boundaries; is honest with clients and colleagues; papers are written with appropriate attribution; protects client confidentiality in the classroom, assignments, and the field agency; all behavior is conducted openly, completely, and honestly, and without judgment; makes commitments that will be kept; practices within areas of competence; identifies and maintains appropriate personal conduct and professional boundaries in keeping with all applicable laws and professional standards</p>	<p>Student: seeks consultation and/or refers client when needed interventions are beyond his/her competence; works with all vulnerable populations with dignity and respect; refrains from cheating and plagiarism as defined in the student handbook</p>
<p>Critical Thinking: Student forms opinions and conclusions through analysis that distinguishes fact from inference and combines an understanding of personal and contextual factors with balanced judgment and respect for those that are the same or different from themselves.</p>	<p>Is able to assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural and political dimensions; refrains from judging others based on difference; utilizes an understanding of how ethnicity, class, gender, sexual orientation, age differing abilities and other cultural characteristics affect the helping process; demonstrates an ability to evaluate and differentially apply practice approaches with individuals, groups, families and organizations; employs a scientific, analytic approach to practice that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes; demonstrates knowledge of social, political and economic justice for client systems and an ability to identify and promote resources and opportunities for clients; demonstrates an integration of practice theory and field;</p>	<p>Student: develops explicit mutual intervention plans with various client systems; collaborates effectively with community resources and connects clients with local community resources; classroom assignments show integration of knowledge from various curricular areas; prepares assessments of clients and designs intervention plans.</p>
<p>Time Management: Student consistently completes classroom, field education and agency requirements in a timely manner.</p>	<p>Work is completed with timeliness and quality; comes to class and field education on regularly and on time; assumes responsibility for communicating an interruption of planned attendance or task completion and assumes responsibility for identifying appropriate alternatives when a change is necessary</p>	<p>Student: completes assignments on time; attends class and field regularly and on time; contacts field educators, instructors and advisors around absences or the late submission of assignments; submits required work without being prompted</p>
<p>Self Awareness: Student has a balanced view of his/her performance of intellectual, behavioral and social tasks, acknowledges barriers to performance, and assumes full responsibility to protect clients and others from the adverse consequences of those behaviors.</p>	<p>Solicits, accepts and incorporates feedback into classroom and field; identifies barriers to performance; designs and implement specific goals and strategies for professional growth; utilizes weekly supervisory sessions as a means of self-reflection and learning; evaluates one's own practice by using systematic assessment methods such as process recordings and single subject designs</p>	<p>Student: submits at least one process recording per week; actively participates in supervision; participates in classroom activities aimed at increasing self awareness; seeks professional help, adjust workload and/or withdraws from practice in the face of personal difficulties that may adversely impact practice with clients.</p>
<p>Professional Relationships: Student engages, maintains and appropriately terminates relationships with diverse client groups, colleagues, organizations and communities in a professional, responsible and respectful manner.</p>	<p>Develops cooperative and collegial relationships with clients and colleagues, within organizations and communities; demonstrates knowledge about the effects of oppression and discrimination on individuals, families, groups, and communities; contributes as a constructive participant in academic and agency affairs; honors verbal and written agreements made with others</p>	<p>Student: follows through on verbal and written commitments to others</p>
<p>Communication: Student receives and responds to the verbal, non verbal and written exchange of information between self, clients and colleagues in accord with established laws and professional standards</p>	<p>Communicates effectively with a wide range of client systems demonstrating a knowledge of and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; follows agency guidelines for record keeping and demonstrates the ability to document communications as a basis for professional accountability; uses weekly process recordings to communicate learning progress to field educator; possesses program appropriate verbal, nonverbal and written skills.; conducts all communication in a respectful manner.</p>	<p>Student: speaks with dignity, respect, and sensitivity to clients, colleagues, and others; prepares written documents that are clear, concise, accurate and complete; communication is conducted with sensitivity to cultural and contextual differences; uses correct grammar, syntax, thought development and APA referencing format</p>

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 095, 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.

TRUSTEES

The Board of Trustees

Mr. Leslie Pantin, Jr., Chairperson
 Mr. Charles R. Modica, J.D., Vice Chairman
 Nelson L. Adams, III, M.D.
 Mr. Alejandra Aguirre
 Stephen M. Ayres, M.D.
 The Honorable Rosemary Barkett
 Sister John Norton Barrett, OP
 * Sister Linda Bevilacqua, OP, PhD
 Mr. John M. Bussel
 Mrs. Mikki Canton, Esq.
 Sister Mary Ann Caulfield, OP
 Mr. Patrick L. Connolly
 Susan B. Dombrowsky, M.D.
 Mr. Albert E. Dotson, Sr.
 The Most Rev. John C. Favalora
 Sister Rosemary Finnegan, OP
 Sister Nadine Foley, OP
 Mr. Robert B. Galt, III, Esq.
 Mrs. Sandra Gonzalez-Levy
 Mr. Christopher J. Gruchacz
 Mr. William Heffernan
 * Keith B. Kashuk, D.P.M.
 Joseph Klock, Jr., Esq.
 * Mrs. Patricia Koenig
 Dr. Neta Kolasa, Psy.D.
 Sister Donna Markham, OP
 The Hon. Anne McDougal
 Senator Kendrick B. Meek
 Mrs. Olga Melin
 Gerald W. Moore, Esq.
 Mr. Michael O. O'Neil, Jr.
 Dan Paul, Esq.
 Sister Rosa Monique Peña, OP
 Mr. Jorge A. Plasencia
 Ms. Theresa Rodriguez
 Mrs. Patricia Rosello
 Donald S. Rosenberg, Esq.
 * Rev. Kenneth Schwanger
 Joel H. Sharp, Jr., Esq.
 Edward P. Swan, Esq.
 Sister Sharon Weber, OP
 Mrs. Barbara Weintraub
 * *ex-officio*

Honorary Members

Mr. William Alexander
 Mrs. Toni Andreas
 Mr. Jose R. Arriola
 Mrs. Agnes Ash
 * Sister Jean Aufderheide, OP
 Mr. F. Gene Autrey
 * Mr. B. Boyd Benjamin
 * Ted Blum, Esq.
 Mr. Jorge J. Bosch
 Mrs. Susan M. Brinkley
 Mrs. Josie Romano Brown
 Sister Joannetta Bruene, OP
 Mr. Bruce Burnham
 Sister Thomas James Burns, OP
 Mr. C. Robert Campbell
 Sister Janet Capone, OP
 Mrs. Thomasina Caporella
 Mr. Everett E. Colby
 Mr. Clark Cook
 Mr. John F. Costello
 Mrs. Jan Cowles
 Mr. Jorge de Céspedes
 Mr. Frank Crippen
 Mr. Thomas C. Cundy

Miss Vivian A. Decker
 Sister Catherine DeClercq, OP
 Ms. Mary DeVault
 The Most Rev. Norbert M. Dorsey
 Mrs. Renee Mottram Doss
 * Mr. John A. Eggen
 Lewis R. Elias, M.D.
 Louis J. Falletta, D.P.M.
 Mrs. Mary Kay Farley
 Sister Jean Rosaria Fisch, OP
 * Sister Trinita Flood, OP
 Sister Grace Flowers, OP
 Mr. Edward C. Fogg, III
 John G. Gale, Esq.
 * Mr. Milton Gaynor
 * Mr. Hugh E. Gentry
 Mr. Mehdi Ghomeshi
 Mr. Juan A. Granados
 Mr. R. Kirk Landon
 Sister Dorothy Guettler, OP
 Mr. Lee E. Hanna
 * Rev. Timothy Healy, S.J.
 Msgr. William J. Hennessey
 * Mr. Arthur J. Hill
 Mrs. Tina Hills
 Mr. Tibor Hollo
 * Mr. Harry Hollywood
 Mr. Abel Holtz
 Mr. Manuel Kadre, Esq.
 Mrs. Lonnie Kantor
 Mr. Brian E. Keeley
 The Very Rev. Bernard G. Kirlin
 * Mr. John Kolasa
 Mr. David Lawrence, Jr.
 Ms. Miriam Lopez
 Mrs. Irma Baker Lyons
 Sister M. Carleen Maly, OP
 The Most Rev. Edward A. McCarthy
 Mrs. Patricia Mosbacher
 Frank Moya, M.D.
 The Most Rev. John J. Nevins, D.D.
 Mr. Thomas P. O'Donnell
 Sister Jeanne O'Laughlin, OP
 * Mr. Samuel J. Powers, Jr.
 Mr. Wendell E. Ray
 Mr. Garth C. Reeves, Sr.
 Mrs. Mary Reinertson
 Mr. Gerald Ross
 Mrs. Lourdes Sanchez
 Mrs. Irela Saumat
 Mrs. Ednagene Schofman
 Francis A.C. Sevier, Esq.
 Mr. James E. Stewart
 * Sister Julie Sullivan, OP
 Sister Patricia Walter, OP
 * Mr. Jay Weiss
 Ambassador Jean M. Wilkowski
 Mr. Peter Wolf
 * *deceased*

Trustees Emeriti

Mrs. D. Inez Andreas
 * Mr. Shepard Broad
 Mr. John Michael Garner
 * Mrs. Ellen Whiteside McDonnell
 * Mr. John H. McGeary, Jr.
 * Mr. Michael O. O'Neil
 Mrs. Joan Webb
 * Mother Genevieve Weber, OP
 * *deceased*

ADMINISTRATIVE ORGANIZATION

President	Sister Linda Bevilacqua, O.P., Ph.D.
Chancellor	Sister Jeanne O'Laughlin, O.P., Ph.D.
Executive Assistant to the President	J. Dianne Morgan, B.L.S.
Administrative Coordinator	Mary Ellen Letsche
Executive Vice President	Sister Peggy Albert, O.P., Ph.D.
Executive Secretary	Veronica A. Galli
Director, Center for Dominican Studies	David Caron, O.P., M.Div., M.Min.
Assistant Vice President for Mission and Ministry	Sister Arlene Scott, O.P., M.A.
Chaplain Scott T. O'Brien, O.P., D.Min.	
Campus Minister	Alex F. Schlich, B.A.
Director of Music/Campus Ministry	John Wicker, B.A.
Assistant Vice President for Planning & Assessment/Dir. of Institutional Research	Dawn M. Broschard, M.S.
Senior Research Analyst	Abena Wahab, M.S.
Research Analyst	Lacne Soriano, B.S.
Research Assistant	Audra Hardy
Provost and Senior Vice President for Academic Affairs	J. Patrick Lee, Ph.D.
Executive Assistant to the Provost/Vice President	Christine D. McCready, B.P.S.
Director, Archives	Sr. Dorothy Jehle, O.P., Ph.D.
Vice Provost for University Marketing and Enrollment Services	Marcia K. Nance, M.S.
Assistant Vice Provost for Enrollment Services	Angela M. Scott, M.S.
Director of Undergraduate Admissions	Helen Corpuz, M.S.
Associate Director, Admissions	Richard C. Wilkinson, M.A.
Associate Director of Off-Site Programs, Admissions	Phillip M. Peroune, M.S.
Senior Assistant Director, Admissions	James Coffey, B.A.
Senior Counselor, Admissions	Courtney Felger, M.S.W.
Senior Counselor, Admissions	Leisha Reid-Mack, B.A.
Counselor, Admissions	Wilfrido Cruz, B.A., M.S.
Counselor, Admissions	Jamie Flynn, B.A.
Counselor, Admissions	TBA
Counselor, Admissions	TBA
Counselor, Admissions	TBA
Coordinator of Inquiry Development Strategy	Andres Velez
Senior Director, Graduate Admissions	Dave C. Fletcher, M.A.
Coordinator, Admissions and Marketing, Adrian Dominican School of Education	Catherine S. Cady, M.A.
Graduate Admissions Representative, Adrian Dominican School of Education	Patricia S. Miller, M.B.A.
Coordinator, Admissions and Marketing, Health Sciences	TBA
Assistant Dean/Director, Financial Aid	Dart Humeston, M.S.
Senior Associate Director, Financial Aid	Aida Claro, B.S.
Associate Director, Financial Aid	Nigel Manderson, B.B.A.
Assistant Director, Financial Aid	Carole Hanson, B.P.S.
Assistant Director, Financial Aid	Yamirka Rial, M.S.
Senior Counselor, Financial Aid	Ginette Black, B.A.
Senior Counselor, Financial Aid	Alice Cole-Miller, M.S.
Senior Counselor, Financial Aid	Deborah L. Davis, M.S.
Senior Counselor, Financial Aid	Azul Dominguez, B.A.
Senior Counselor, Financial Aid	Marisol Miranda, B.P.S.
Counselor, Financial Aid	Nicole Robinson
Counselor, Financial Aid	Amber R. Dinger, B.S.
Counselor, Financial Aid	Belgis M. Fonseca, B.S.
Counselor, Financial Aid	Ioannis Lapanaitis, B.S.
Counselor, Financial Aid	Randy Soto
Counselor, Financial Aid	TBA

Senior Director of Records Management and Transcript Evaluation	Madeleine G. Whittaker, M.Ed.
Associate Director, Records Management and Transcript Evaluation	Adriana Cronin, M.S.
Senior Transcript Evaluator and Training Coordinator	Teresa M. Gasso, M.S.
Transcript Evaluator	Paula J. Borkowski, B.S.
Transcript Evaluator	Astrid Kowlessor, B.A., B.S.
Senior Processing Specialist	Gloria Munoz
Senior Director of Information Systems & Technology	Yolairis Barranco, M.S.
Assistant Director of Information Systems & Technology	Carrie Grimes, M.S.
Coordinator, Information Systems	Xilena Mariano, M.S.
Coordinator, Information Systems	Jieyang Tang, B.S.
Technology & Support Assistant/Database Processing Specialist	Annette Grazziani-Rivera, B.S.
Senior Director, Operations/Budget Manager	Carol A. Albrecht, B.L.S.
Coordinator, Processing & Distribution Center	Luis D. Soto, B.S.
Call Center Supervisor	Julie Heim
Assistant Vice Provost for University Marketing and Advertisement	TBA
Orlando Marketing Representative	Susan Bendlin, J.D.
Senior Staff Writer/Editor	TBA
Staff Writer	Suzette M. Sullivan
Graphic Designer	Madeline K. Whittaker, B.A.
Production Manager	Deborah Francisco
Vice Provost, CTO, & Dean for Information Technology	John M. Beaubrun, M.B.A.
Library Director and Assistant Dean of Library Services	Estrella Iglesias, M.L.S.
Assistant Director, Library Technical Services	Rita M. Cauce, M.S.
Assistant Director, Library Reference Services	Kenneth S. Venet, M.L.S.
Assistant Director, Library Public Services	Anthony Valenti, M.L.S.
Senior Reference Librarian and Coordinator of Theological Collections	Philip M. O'Neill, M.S.L.S.
Senior Reference Librarian	William P. Morrissey, M.S.L.S.
Reference Librarian/Instructional Service Coordinator	Daniele Perez-Venero, M.S.L.S.
Reference Librarian	Merlene Nembhard, M.L.S.
Reference Librarian	Sr. Frances O'Dell, O.S.F., M.A.
Reference Librarian	Marietta DeWinter, M.L.S.
Distance Librarian	Valeria C. Power, M.L.S.
Assistant Dean, Distance Education Support and Director, CELT	Linda Cahill, Ph.D.
Instructional Designer/Trainer	Harleen Flora, M.C.M.
Director, Instructional Computing Services	Hernan Londono, M.S.
Assistant Director, Instructional Computing Services	John Baldwin, B.S.
Manager/Production Coordinator, David Brinkley Studio	Mary Rode Worley, B.A.
Technical Manager, David Brinkley Studio	Richard Maher
Studio Lab Supervisor	Vladimir Lescoufflair, B.S.
Manager, Computer Labs	Vladimir Bertrand, B.S.
Manager, Audiovisual Services	Lynch Hymn, B.L.S.
Assistant Manager, Audiovisual Services	Jan M. Griswold, M.A.
Associate Dean and Director, Network and Information Systems Services	Yvette Brown, M.S.
Assistant Director, Network Information System Services	Erick Verlangieri, M.B.A.
Systems & Messaging Administrator	Justin Moses, B.S.
Library Computing Support Specialist	Carmen Casal, M.S.
Systems Administrator	Troy Marshall, B.S.
Applications Developer	Clarens Pressoir, B.B.A.
Network Engineer	Martin Dimkovski, B.S.
Network Engineer	Sebastien Laurore, B.S.
Director, University Web Services and Internet Marketing	Michel Sily, B.S.
Assistant Director Web Services	Andrew Seaga, B.S.
E-Commerce Specialist	Jose Ramirez, B.S.
Senior Web and Graphic Designer	Andressa Sily, B.A.
Web and Graphic Designer	Brandon G. Langton, B.S.
Senior Web Editor	Valerie Turner, M.Phil.
Web Writer	Andrew Vaccaro, B.A.
Assistant Dean for Information Technology Administration	Glendon B. Redway, M.Phil.
IT Acquisitions Manager	TBA
Director, Desktop Computer Services	Viju Kootungal, M.B.A.

Dean, Academic Records and University Registrar	Debra D. Weyman, M.S.
Senior Associate Registrar	Cynthia Chruszcyk, M.S.
Associate Registrar	Richard Isrel, B.S.
Assistant Registrar	Dorothy C. Kelly, B.S.
Operations Manager	Deborah A. Reato, B.S.
Technical Services Manager	Daniel O'Neil, B.A.
Assistant to the Registrar	Cherrie Ali, B.A.
Dean, School of Adult and Continuing Education	Carol-Rae Sodano, Ed.D.
Associate Dean	Judith O. Brown, Ed.D.
Associate Dean	Lee Dutter, Ph.D.
Associate Dean	Judith W. Hochman, Ed.D.
Associate Dean	Patricia D. LaBahn, Ph.D.
Assistant Dean for Academic Affairs	John Rushing, D.B.A.
Assistant Dean for Marketing and Recruitment	Heidi McLaughlin, D.B.A.
Assistant Dean for Information Technology	Thomas Ayers, M.S.
Assistant Dean for Student Affairs	Ellen Scarborough, M.S.
Director, Business Development and Recruitment, Miami-Dade and Broward Counties	Sandee Roberts, M.A.
Regional Director of Marketing	Alfred McCullough, M.B.A.
Regional Director of Marketing	Joseph Sharp, M.B.A.
Director, ACE Operations/Budget	Rosa M. Rodriguez, B.L.S.
Director, ACE Technology Services	Joanne M. Suarez, M.S.
Director, IT Certification/Enrollment Reporting	Youdaris Mira-Bohigas, M.S.
Assistant Director, Technology Services	TBA
Assistant Director, Portfolio Program	Joanne Longo, M.S.
Training Specialist	Millicent Van Den Broeck, M.A.
Web Information Specialist	Barbara Seraphin, B.S.
Technical Assistant	Marvin Hattaway, B.S.
Regional Director, Brevard and Orlando	Lynn Grant, M.A.
Regional Director, West Dade and South Broward Counties	Charles McBee, M.S.
Associate Director	Eric Block, M.S.
Associate Director	Carmen Briceno, M.S.
Regional Director, North Broward and Palm Beach Counties	Kathy Weigand, M.S.
Director, Collier and Lee Counties	Edwina H. Sanders, M.A.
Associate Director	Marilyn Jenkins, M.A.
Director, Brevard County	Lynn Grant, M.A.
Director, Kendall	Flor Maria Dabaja, M.P.A.
Director, Palm Beach Gardens	Linda Zucco, B.L.S.
Director, South Dade County	Rebecca DeCardenas, M.B.A.
Director, Tallahassee	Donata Glassmeyer, M.A.
Director, Treasure Coast	Dianne Young, M.B.A.
Associate Director, Treasure Coast	Sister Grace Flowers, O.P., Ed.S.
Director, Elderhostel	Susan Leff, B.L.S.
Director, Non Credit Programs	Carmen Hunter, B.S.
Academic Coordinator, Philosophy, Art, Humanities, Photography; Director of Master of Arts in Liberal Studies Program	Aphrodite Alexandrakis, Ph.D.
Academic Coordinator, Network and Systems Engineering	Thomas Ayers, M.S.
Academic Coordinator, Health Services Administration, Assistant Academic Coordinator Administration, Brevard, Orlando, Treasure Coast	Barry J. Brock, Ed.D.
Academic Coordinator, Information Technology	Khaled Deeb, Ph.D.
Academic Coordinator, English, Written Communication and Foreign Languages	Patricia Feito, Ph.D.
Academic Coordinator, Behavioral Sciences, Psychology, Social Welfare	Ronald J. Testa, Ph.D.
Academic Coordinator, Legal Studies	Eric D. Olson, J.D.
Academic Coordinator, Public Administration	Richard Orman, Ph.D.
Academic Coordinator, Natural Sciences, Mathematics	Anita Zavodska, Ph.D.
Academic Coordinator, Administration	Robert E. Scully, D.B.A.
Academic Coordinator, Theology	Ann Swaner, Ph.D.
Academic Coordinator, Speech, Music, Theatre	Rochelle Kinzel, M.A.
Assistant Academic Coordinator for Administration, Miami, South Broward	Jalane Meloun, Ph.D.
Assistant Academic Coordinator for Administration, South Dade	Michael Provitera, D.B.A.
Assistant Academic Coordinator for Information Technology, Brevard/Orlando	Pamela Luckett, Ph.D.
Assistant Academic Coordinator for Information Technology, South Dade	Antonio Pita, M.S.

Assistant Academic Coordinator for Information Technology, Broward, Palm Beach	Salim Yazbeck, Ph.D.
Assistant Academic Coordinator for English, South Dade	Cynthia Davis, Ph.D.
Assistant Academic Coordinator for History, Political Science	Kirsten Loutzenhiser, Ph.D.
Academic Advisor/Recruiter	Nancy Albrecht, M.Ed.
Academic Advisor/Recruiter	Vreny Arnold, Ed.S.
Academic Advisor/Recruiter	Judith Arnold-Gaines, M.S.
Academic Advisor/Recruiter	Maggie Bowden, M.P.A.
Academic Advisor/Recruiter	Sheldon B. Cousins, M.S.W.
Academic Advisor/Recruiter	Sr. Lucy Cardet, M.A.
Academic Advisor/Recruiter	Kathleen Cureton, M.S.
Academic Advisor/Recruiter	Carla Davidson, M.A.
Academic Advisor/Recruiter	Dr. Robert E. Farmer, Ed.D.
Academic Advisor/Recruiter	Elizabeth Ferrante, M.B.A.
Academic Advisor/Recruiter	Sister Grace Flowers, O.P., Ed.S.
Academic Advisor/Recruiter	Miguel Gonzalez, Ed.D.
Academic Advisor/Recruiter	M. Aaron Houts, M.A.
Academic Advisor/Recruiter	Joseph Keener, M.S.W.
Academic Advisor/Recruiter	Marie Ange Levasseur, M.S.W.
Academic Advisor/Recruiter	Dolores Lukomski, M.S.
Academic Advisor/Recruiter	Sylvia Pera, M.S.
Academic Advisor/Recruiter	Carlos Pineiro, M.S.
Academic Advisor/Recruiter	David Romano, Ph.D.
Recruiter	Yvonne Hill, M.B.A..
Associate Vice President for Undergraduate Studies and	
Dean, School of Arts and Sciences	Linda M. Peterson, Ph.D.
Associate Dean; Chair, Sociology and Criminology Department	Karen Callaghan, Ph.D.
Associate Dean	Christopher Starratt, Ph.D.
Assistant Dean/Academic Advisor	Carol Clothier, M.S.
Chair, Communication Department	Denis E. Vogel, Ph.D.
Chair, English and Foreign Languages	Bradley Bowers, Ph.D.
Chair, Fine Arts Department	Stephen Althouse, M.F.A.
Chair, History and Political Science Department	E. Timothy Smith, Ph.D.
Chair, Mathematics/Computer Science Department	Eduardo Luna, Ph.D.
Chair, Physical Sciences Department	Tony S. Wallner, Ph.D.
Stockroom Lab Director/Lab Instructor	Maria Aloya, M.S.
Chair, Psychology Department	Lenore T. Szuchman, Ph.D.
Director, School Psychology Program	Agnes Shine, Ph.D.
Chair, Theology and Philosophy Department	Rev. Mark E. Wedig, O.P., Ph.D.
Director, South East Pastoral Center	Rev. Mario B. Vizcaino, Ph.D.
Director, CAL Program	Vivian Castro, M.S.
Director, Honors Program	Pawena Sirimangkala, Ph.D.
Director, Math Lab	Mark Rokhfeld, M.S.
Coordinator, Developmental English Program	Esther Sampol, M.A.
Coordinator, Writing Center and Reading Lab	Barbara Valdes, M.S.
Coordinator, TLC/Compass Programs	Michelle Stefano, M.S.
Dean, School of Business	Jack Scarborough, Ph.D.
Associate Dean	Martine Duchatelet, Ph.D.
Assistant Dean for Students	William P. Frank, M.B.A.
Director of Career Services and Alumni Relations	Elizabeth A. Sias, M.Ed.
Director of Graduate Programs	Michael A. Broihahn, M.B.A., M.S.
Director, International Business Programs	Charles Rarick, Ph.D.
Undergraduate Advisor for Academics, International Internships and Study Abroad	Orlando R. Barreto, M.S.
Director, Marketing	Jose J. Poza, M.B.A.
Dean, School of Education	Sister Evelyn Piché, O.P., Ph.D.
Associate Dean, Teacher Education Programs	Evelyn Evans, Ed.D.
Associate Dean, Graduate Programs	John G. Dezek, Ed.D.
Assistant Dean, Orlando	Sr. Julia Hutchison, M.Ed.
Executive Director, Graduate Education and Research (GEAR)	Catheryn Weitman, Ph.D.

Executive Director, Teaching and Learning	Paul Papier, M.Ed.
Executive Director, Outreach and Grants	Maria Stallions, Ph.D.
Executive Director, Fort Myers	Elsa Corral, Ph.D.
Assistant to the Dean	Sister Ellen Rice, O.P., Ph.D.
Assistant to the Dean	Sister Phyllis Superfisky, O.S.F., Ph.D.
Director, Counseling Department	Maureen Duffy, Ph.D.
Director, Curriculum and Instruction Program	Jill Beloff Farrell, Ed.D.
Director, Curriculum and Instruction Ph.D. Program	Rebecca Harlin, Ph.D.
Director, Educational Computing and Technology Programs	Rita Oates, Ph.D.
Administrative Director, Educational Leadership Program	Reid E. Bernstein, M.Ed.
Director, Elementary Education (Graduate) Programs	Jill Beloff Farrell, Ed.D.
Director, Exceptional Student Education Program	Judy Harris-Looby, Ph.D.
Director, Field Experience	Robert Russell, Ed.D.
Director, Higher Education Administration Program	Carmen McCrink, Ph.D.
Director, Human Resource Development Program	Betty Hubschman, Ed.D.
Coordinator, Human Resource Development (Graduate) Programs	David Kopp, Ph.D.
Director, Instructional Technology and Distance Education	Joel S. Levine, Ed.D.
Director, Montessori Education Program	Ijya Tulloss, Ed.D.
Director, PreKindergarten/Primary Education Program	Rebecca Harlin, Ph.D.
Director, Reading Program	Ann Murphy, Ed.D.
Director, Student Teaching	TBA
Director, Teaching and Learning 2+2 Programs	Charlene Houghton, M.Ed.
Director, Teaching English To Speakers of Other Languages	Gloria Pelaez, Ed.D.
Coordinator, Admissions and Marketing	Cathy Cady, M.A.
Associate Vice President and Dean School of Graduate Medical Sciences	Chester A. Evans, D.P.M.
Associate Dean of Clinics	John P. Nelson, D.P.M.
Associate Academic Dean	Michael Siegel, Ph.D.
Assistant Administrator/Grantsman	Robert McKinlay, M.P.S.
Director, Continuing Medical Education	Julie Dotson, B.A.
Director, Physician Assistant Program	Doreen C. Parkhurst, M.D.
Chair, Basic Medical Science	Ramjeet Pemsingh, Ph.D.
Dean, School of Human Performance and Leisure Sciences	G. Jean Cerra, Ph.D.
Associate Dean	Gayle Workman, Ph.D.
Assistant Dean	Neill Miller, M.S.
Assistant Dean for Operations and Support Services	Maritza Ryder, M.S.
Technical Support Assistant & Web Developer	Mickie Voutsinas, B.S.
Chair, Sport and Exercise Sciences	Gayle Workman, Ph.D.
Director, Graduate Programs	Leta Hicks, Ed.D.
Director, Movement Science and Athletic Training Programs	Carl Cramer, Ed.D.
Marketing and Admissions Coordinator	Bryan Anderson, B.S.
Coordinator, Athletic Training Clinical Program	Sue Shapiro, Ph.D.
Coordinator, Biomechanics Program	Monique Butcher Mokha, Ph.D.
Coordinator, Exercise Science Programs	TBA
Coordinator, Grants	Constance Mier, Ph.D.
Coordinator, Instructional Activities in Sports and Recreation	Neill Miller, M.S.
Coordinator, Physical Education Program	Kathryn Ludwig, Ph.D.
Coordinator, Sport and Exercise Psychology Program	Gualberto Cremades, Ph.D.
Coordinator, Sport Management Programs	Annie Clement, Ph.D.
Facilitator, Diving Industry Specialization	Sharon Kegeles, M.S.
Facilitator, Golf Industry Specialization	TBA
Director of Athletics	Michael Covone, M.S.
Associate Athletic Director	Kathy Turpin, M.S.
Assistant Athletic Director	Jamie Carrig, M.S.
Director, Sports Information	Dennis Jezek, M.S.
Assistant Sports Information Director	Brian Keith Smith, B.S.
Head Coach, Men's Baseball	Juan Ranero, M.S.
Head Coach, Men's Basketball	Cesar T. Odio, M.S.
Head Coach, Women's Basketball	Nicole Hays, B.S.

Head Coach, Women's Crew	Paul Mokha, B.B.A.
Head Coach, Women's Golf	Patti Rizzo
Head Coach, Men's Golf	Jimmy Stobs, B.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	Kyllene Weiss, B. S.
Head Coach, Women's Softball	Shelly Lis Hoerner, M.S.
Head Coach, Men's and Women's Tennis	George M. Samuel, Ph.D.
Head Coach, Women's Volleyball	David Nichols, B.A.
Head Athletic Trainer	Joseph Kanefsky, M.S.
Assistant Athletic Trainer	Jennifer Branchcomb, M.S.
Faculty Athletics Representative	M. Eileen McDonough, Ed.D.
Director, Campus Recreation and Wellness	Edward Londono, M.S.
Assistant Director, Campus Recreation and Wellness/Fitness Center Director	Yuri Feito, M.S.
Coordinator, Wellness	Catalina Franco, M.S.
Dean, School of Law	Joseph Richard Hurt, J.D.
Associate Dean for Academic Services	Leticia Diaz, Ph.D., J.D.
Associate Dean for Information Services	Glen-Peter Ahlers, J.D.
Associate Dean for Student Services	Susan Bendlin, J.D.
Assistant Dean	John A. Agett, M.S.
Associate Vice President for Research;	
Dean, School of Natural and Health Sciences	Sister John Karen Frei, O.P., Ph.D.
Associate Dean; Director MBS Program	Ralph Laudan, Ph.D.
Assistant Dean	Deborah Montague, M.B.A.
Laboratory Director	Lynette Cupido, O.N.C., H.N.D.
Operations Manager	Sharon Hallback, M.S.
Computer Liaison	Yvette Jeantilus, M.S.
Program Director, M.S. in Anesthesiology Program	Dolores Maxey-Gibbs, M.S.
Director, Occupational Therapy Program	Douglas Mitchell, M.S.
Assistant Program Director, Occupational Therapy Program	Cynthia Creighton, Ph.D.
Fieldwork Coordinator	Carmel Bloom, DipCOT
Director, Cardiovascular Perfusion Program	Jason Freed, C.C.P., M.S.
Assistant Program Director, Cardiovascular Perfusion Program	Cynthia Cervantes, C.C.P., B.S.
Director, M.S. in Health Services Administration Program	Alan S. Whiteman, Ph.D.
Director, B.S. in Bio/M.L.S. Program; Histotechnology Track	Alicia Zuniga, Ph.D., H.T.L.
Director, Health Sciences Admissions Operation	Jocelyn Goulet, M.A.
Assistant Director, MARC and MIRT Program	Flona Redway, Ph.D.
Dean, School of Nursing	Pegge L. Bell, Ph.D.
Associate Dean for Administrative Affairs	Kathleen A. Papes, Ed.D.
Associate Dean for the Undergraduate Program	Linda K. Perkel, Ph.D.
Associate Dean for the Graduate Programs	Claudette Spalding, Ph.D.
Director of Marketing and Development	Debbie Noguerras, M.S.N.
Directory of Community Initiatives	Kerri Denell, M.S.W.
Associate Vice President for Graduate Studies and Dean, School of Social Work	Stephen M. Holloway, Ph.D.
Associate Dean For Academic Affairs	Debra M. McPhee, Ph.D.
Director, Field Education	Gala Munnings, M.S.W.
Associate Dean For Student Affairs	Patricia J. Cook, M.S.W.
Director, Admissions	Philip Mack, M.S.W.
Director, Doctoral Program	Elane Nuehring, Ph.D.
Director, MSW Program	Phyllis F. Scott, Ph.D.
Director, West Palm Beach Program	Gerri Sprague-Damon, M.S.W.
Director, BSW Program	Sharron M. Singleton, D.S.W.
Director of Operations	Rodney Sullivan, M.L.A.
Senior Vice President for Business and Finance	Timothy H. Czerniec, M.B.A.
Executive Assistant to the Vice President	Cheryl B. Gerber, M.S.

Associate Vice President for Finance	Stephen Gehret, M.B.A.
Director, Financial Operations	Susan Kirkland, B.S.
Financial Analyst	Lena Mercea, B.A.
Assistant to Associate Vice President for Finance	Cathleen Leonard, B.S.
Director, Accounting	Angel (Fred) Rodriguez, B.B.A.
Payroll Specialist	TBA
Assistant Director, Accounting	Margot Swan, B.S.
Financial Grants Manager	Mercedes Vanegas, B.A.
Director of Student Account Services	Ronald LaBarrie, M.B.A.
Assistant Director, Billing & Data Processing	Marga Rojas, B.S.
Assistant Director, Cash Management	Rosemarie Cieslar, B.S.
Director, Purchasing and Accounts Payable	Nancy Perez, B.L.S.
Accounts Payable Assistant	Anne McNally
Accounts Payable Assistant	Peggy Asmus
Associate Vice President for Facilities Management	Freddy E. Ulloa, M.B.A.
Director of Facilities Management	Paul Carstens, B.S.
Maintenance Manager	Alex MacNamara, B.S.
Assistant Manager, General Maintenance & Alterations	Ronald D. Hultquist, B.S.
Assistant Manager, Trades	Winston Seepersaud
Grounds & Support Services Manager	David Mace
Housekeeping Manager	Anthony Browne
Executive Director of Public Safety	Stanley A. Young, M.S.
Assistant Director	Dawn Roig
Crime Prevention Coordinator	TBA
Director, Conference and Event Services	Monica Soto, B.L.S.
Associate Vice President for Human Resources	Sister Myra Jackson, O.P., M.B.A.
Assistant Vice President for Human Resources	Jennifer Boyd-Pugh, M.S.
Manager, Human Resources , Orlando	TBA
Benefits Manager	Patti Dopico
Employment Manager	Elizabeth Norris
Executive Director of QIP	Roxanne S. Davies, M.S.
QIP Project Coordinator	Patricia Ramlow, B.S.
Wellnes Coordinator	Greta Gorman-Webb, B.A.
Assistant Vice President for Administrative Information Systems	Traci A. Simpson, M.S.
Business Analyst	Nicole Diez, M.B.A.
Systems Administrator	Nina O'Shea, M.S.
Database Administrator	Regina Lopez, B.S.
Systems Analyst	Mary Laura Corriss, M.S.
IT Support Supervisor	Terry Nelson
Database Analyst	Theresa Schmitzberger
Senior Database Analyst	Miriam Soto
Programmer/Analyst	Waldo Andrade, B.S.
Programmer/Analyst	Sonja Archer Thompson, M.S.
Programmer/Analyst	Christopher Lagazon, B.S.
Executive Director, Auxiliary Services	Theresa Moorehead, M.B.A.
Manager, Mail Center	Fred G. Thompson, Jr., M.B.A.
Acting Director, Graphics/Printing	Sharon Moo Young, B.F.A.
Executive Director, Dining Services and Bookstore	Jacqueline M. McGlone, M.Ed.
General Manager, Dining Services	Barry Frieser, B.A.
Executive Chef	James Duberry
Retail Manager	Pierre Sierralta
Catering Manager	TBA
Manager, Campus Bookstore	Jim Ebersole, A.S.
Vice President for Institutional Advancement	TBA
Associate Vice President for Institutional Advancement	Sr. Sarah Cavanaugh, O.P., M.S.
Director of Benefactor Administration	Judy Palomino, M.S.
Assistant Vice President for Development and Major Gifts	Thomas Paul Severino, M.A.
Development Research Coordinator	Stefani C. Ribaldo, B.A.
Executive Director, Planned and Deferred Gifts	Frank Casale, B.A.

Director, Grant Programs	Donald K. Wheeler, M.P.I.A.
Executive Director, Annual Fund	Joyce Riveira, M.B.A.
Program Coordinator, Annual Fund	Diane Seubert
Phonathon Facilitator	Matthew Birkshire
Director, Corporate and Community Relations	Caridad MacNamara, B.S.
Coordinator, Corporate and Community Relations	Sr. Mary Soher, O.P., B.A.
Assistant Vice President for Alumni Relations	Carol Evanco, M.B.A.
Alumni Program Director	Renee Glover-Hodge, B.S.
Alumni Communications Coordinator	Kevin M. McDonough, B.A.
Assistant Vice President for University Relations	Michael S. Laderman, B.A.
Executive Director, Communications	Joseph McQuay, M.B.A.
Media Relations Coordinator	TBA
Graphic Designer	Omar Fernando Angulo
Electronic Communication Specialist	Patricia Tisdale, B.A.
Administrative Coordinator	Sandra Acevedo
Vice President for Student Services	Michael J. Griffin, Ed.D.
Associate Vice President for Student Services	M. Eileen McDonough, Ed.D.
Associate Vice President for Student Services	Maria Luisa Alvarez, Ph.D.
Dean of Students	Kenneth J. Rockensies, Ed.D.
Director, Career Planning and Placement Center	Paul Luttmann, M.Ed.
Career Counselor	TBA
Career Counselor	Melissa Orshan, M.S.
Director, Center for Counseling and Psychological Services	Sr. Anastasia Maguire, R.S.M., M.S.W.
Assistant Director/Counselor	James C. Scott, Psy.D.
Counselor	Tamara Astaphan, Psy.D.
Counselor	Andy Lugo, M.S.W.
Counselor	Alison Morris, M.S.
Director, Center for Commuter Student Affairs	Susana Fernandez, Ph.D.
Director, Office of Disability Services	Leslie Rouder, M.S.W.
Coordinator, Disability Services	Marilyn Cepeda, B.S.
Coordinator/Transcriber	Lauren Coffey, B.S.
Staff Sign Language Interpreter	Don Michelin
Director, Inter-cultural Center	Damaris Vasquez, M.S.
Assistant Director	Suzane McFarlane, B.S.
Coordinator, Inter-cultural Center	Reina Ray, B.S.
Director, Center for Leadership Development, Transition and Retention Services	Timothy Bessler, M.S.
Assistant Director	Theresa Alvarez, M.S.
Director, Residence Life	Jean Hock, M.S.
Associate Director	TBA
Assistant Director	Patrick Devine, M.S.
Area Coordinator	TBA
Area Coordinator	TBA
Area Coordinator	Dennis Lue Yat, B.S.
Director, Student Activities	Anwar Cruter, M.A.
Administrative Assistant	Eyvette Rapisarda, B.A.
Coordinator, Student Activities	Steven Ervin, M.S.
Coordinator, Student Activities	Sarah Bramblette, M.Ed.
Coordinator, Multicultural Affairs	Tamica Ramos, B.A.
Director, Student Health Center	Eileen Egan-Hineline, M.S.
Nurse Practitioner	Corvette Yacoob, M.S.N.
Registered Nurse	Candice Hill, M.H.S.A.
Director, Student Union	Pascal Robert, M.S.
Assistant Director	Keila Ramos, M.S.
Assistant to the Director	Phyllis de la Vega
Coordinator, Volunteer and Community Service Center	Jo Anne Zarowny, B.A.

ADMINISTRATION AND FACULTY

- ACEVEDO, Sandra; Administrative Coordinator, University Relations
- AGETT, John A.; Assistant Dean, School of Law; B.A. Hartwick College; M.S. State University of New York, Albany
- AHLERS, Glen-Peter, Associate Dean for Information Services and Professor of Law; B.A., University of New Mexico; M.L.S., University of South Florida; J.D., Washburn University School of Law
- ALBERT, O.P., Sister Peggy; Executive Vice President; Associate Professor of Social Work; B.A., Wayne State University; M.S.W., Barry University; Ph.D., Barry University
- ALBRECHT, Carol A.; Senior Director, Operations/Budget Manager, Division of Enrollment Services; B.L.S., Barry University
- ALBRECHT, Nancy; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.S., Colorado State University; M.Ed., Pennsylvania State University
- ALEXANDRAKIS, Aphrodite; Professor of Philosophy and Humanities; Director of Master of Arts in Liberal Studies; Academic Coordinator of Philosophy, Art, Humanities, and Photography, School of Adult and Continuing Education; B.A., Rutgers University; M.A., Ph.D., University of Miami
- ALI, Cherrie; Assistant to the Registrar; B.A., Florida International University
- ALOYA, Maria; Stockroom Lab Director/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International University
- ALTHOUSE, Stephen J.; Professor of Photography; Chair, Fine Arts; B.F.A., University of Miami; M.F.A., Virginia Commonwealth University
- ALVAREZ, Blanca F.; Associate Professor of French; B.A., University of Miami; M.A., University of Miami; Ph.D., The Catholic University of America
- ALVAREZ, Maria Luisa; Associate Vice President for Student Services; B.S., Georgetown University; M.B.A., Nova University; Ph.D., Barry University
- ALVAREZ, Theresa; Assistant Director, Center for Leadership Development, Transition and Retention Services, Student Services; B.S., M.S., Barry University
- AMICO, Michael; Associate Professor of Theatre and Technical Director; B.A., State University of New York; M.F.A., Pennsylvania State University
- ANDERSON, Bryan R.; Marketing and Recruiting Coordinator, School of Human Performance and Leisure Sciences; B.A., Northern Illinois University
- ANDRADE, Waldo; Programmer/Analyst, Administrative Information Systems; B.S., University of Louisville
- ANGULO, Omar; Graphic Designer, Institutional Advancement
- ARMSTRONG, Albert W.; Assistant Professor of Radiology; B.S.R.S., Midwestern State University; M.S., D.P.M., Barry University
- ARMSTRONG, Daniel; Director, External Programs and Post-Graduate Placement, School of Graduate Medical Sciences; B.A., Florida International University
- ARNOLD, Vreny; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.P.S., M.S., Ed.S., Barry University
- ARNOLD-GAINES, Judith; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., University of California; M.S., Nova Southeastern University
- AROME, Gladys; Assistant Professor, Educational Computing and Technology; B.S., Ahmadu Bello University (Nigeria); M.S., Indiana State University; Ph.D., Barry University
- ASMUS, Peggy; Accounts Payable Assistant, Business and Finance Division
- ASTAPHAN, Tamara; Personal Counselor, Center for Counseling and Psychological Services; Psy.D. Nova Southwestern University
- AUSTIN, Rev. Gerard, O.P.; Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Providence College; S.T.L., Immaculate Conception College; S.T.D., Institut Catholique de Paris
- AVILES, Jesus; Area Coordinator, Residence Life; B.S., Barry University
- AYERS, Thomas; Assistant Dean for Information Technology; Academic Coordinator, Network and Systems Engineering; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.S., St. Peter's College; M.S., Barry University; Doctoral Candidate, Florida International University

- BAGNARDI, Margaret; Assistant Professor of Nursing; B.S.N., Florida International University; M.S.N., University of Miami; Doctoral Candidate, Florida International University
- BALCERSKI, Judith A.; Professor Emeritus of Nursing; B.S.N., Barry University; M.S.N., Wayne State University; Ph.D., University of Michigan
- BALDWIN, John; Assistant Director, Instructional Computing Services, Division of Information Technology; B.S., Barry University
- BALL, Richard; Assistant Professor of Medical Education; Clinical Coordinator, Physician Assistant Program; B.S., P.A., Mercy College; M.P.H. Tulane University School of Public Health; Ph.D., LaSalle University
- BANDOLIK, Amy; Career Counselor, Career and Planning Placement; B.A., University of Buffalo; M.Ed., James Madison University
- BARNES, John C., Assistant Professor of Sport and Exercise Sciences; B.S., California State Polytechnic University; M.S., University of Nevada; Ph.D., University of New Mexico
- BARRANCO, Yolairis; Senior Director of Information Systems and Technology, Division of Enrollment Services; B.A., Queens College C.U.N.Y.; M.S., Barry University
- BARRETO, Orlando R.; Undergraduate Advisor for Academics, International Internships and Study Abroad, School of Business; B.S., Georgetown University; M.S., Doctoral Candidate, Barry University
- BENDLIN, Susan; Orlando Marketing Representative; B.A., University of Virginia; J.D., Gonzaga College
- BERNSTEIN, Reid; Administrative Director of Educational Leadership; B.A., Eckerd College; M.Ed., University of Miami
- BEAUBRUN, John M.; Vice Provost for Information Technology; Chief Technology Officer; Dean, Division of Information Technology; Assistant Professor of Computer Information Systems; B.S., Embry-Riddle Aeronautical University; M.S., M.B.A., Barry University
- BELL, Pegge L.; Dean, School of Nursing, Professor of Nursing; B.S.N., Georgia Southwestern College; M.S.N., University of Alabama, Birmingham; Ph.D., University of Virginia
- BERKSHIRE, Matthew; Phonathon Facilitator, Institutional Advancement
- BERTRAND, Vladymir; Manager, Computer Labs; B.S., Barry University
- BESSLER, Timothy; Director, Center for Leadership Development, Transition and Retention Services, Student Services; B.A., Xavier University; M.A., Bowling Green State University
- BETHART, Ivonne; Language Lab Manager; B.A., M.A., University of Miami
- BEVILACQUA, O.P., Sister Linda; President; Professor of Education; B.S., Barry University; M.Ed., Siena Heights University; Ph.D., Michigan State University
- BEYNON, John; IT Support Analyst, Division of Information Technology; B.S., M.S., Barry University
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BIRDSONG, Leonard E.; Associate Professor of Law; B.A., Howard University; J.D., Harvard Law School
- BLACK, Ginette; Senior Financial Aid Counselor; B.A., Queens College
- BLEVINS, Timothy D.; Assistant Professor of Law; B.S., University of Houston; J.D., Texas Southern University
- BLOCK, Eric, Associate Director; Academic Advisor/Marketing Representative, School of Adult and Continuing Education; B.P.S., Barry University; M.S., St. Thomas University
- BLOOM, Carmel; Fieldwork Coordinator, DipCOT, London School of Occupational Therapy
- BOCZON, Steven; Facilities Manager, Landon Student Union, Student Services; B.S., Barry University
- BOHIGAS, Youdaris; Associate Director, IT Certification/Enrollment Reporting, ACE Computer Services; B.P.S., M.S., Barry University
- BOHNING, Geraldine; Professor Emerita of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BOSWORTH, David; Assistant Professor of Theology; B.A., Saint John's College; M.A., Ph.D., The Catholic University of America
- BOULOS, John; Associate Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWDEN, Maggie; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.P.A., University of North Florida

- BOWERS, Bradley; Chair, English and Foreign Language; Professor of English; B.A., University of So. Florida; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- BOYD-PUGH, Jennifer; Assistant Vice President, Human Resources; B.S., M.S., Barry University
- BOYLE, Helen; Assistant Professor of Education; B.S., Queens College; M.Ed., Georgia State University; Ed.D., Nova Southeastern University
- BRAMLETTE, Sarah; Coordinator of Student Activities, Student Services; B.A., Shawnee State University; M.Ed., Ohio University
- BRANCHCOMB, Jennifer; Assistant Athletic Trainer/Clinical Instructor; B.S., Bowling Green State University; M.A., Eastern Kentucky University
- BRANDFORD, Juanita; 2+2 Coordinator, Associate Professor of Education; B.S., Cheyney State College; M.E., Trenton State College; Ed.D., Teachers College/Columbia University
- BRAUNSTEIN, Susan; Associate Professor of Communication, School of Adult and Continuing Education; B.A., M.A.T., University of Louisville; Ed.D., Florida Atlantic University
- BRICENO, Carmen; Associate Director; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.Ed., University of Massachusetts, Amherst
- BRILL, Jacqueline; Assistant Professor of Surgery; B.S., St. Thomas University; D.P.M., Barry University
- BROCK, Barry J.; Academic Coordinator, Health Services Administration; Assistant Academic Coordinator for Administration, Brevard, Orlando Treasure Coast; Assistant Professor of Health Services Administration, School of Adult and Continuing Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BORKOWSKI, Paula J., Transcript Evaluator; B.S., Champlain College
- BROIHAHN, Michael A.; Associate Professor of Accounting; B.S., M.B.A., M.S., University of Wisconsin;
- BROSCHARD, Dawn M., Assistant Vice President for Planning and Assessment/Director of Institutional Research; B.A., Bloomfield College; M.S., Stevens Institute of Technology
- BROWNE, Anthony; Housekeeping Manager, Facilities Management
- BROWN, Judith Oropallo; Associate Dean, School of Adult and Continuing Education; B.A., Elmira College; M.A., New York University; Ed.D., Florida International University
- BROWN, Victoria; Assistant Professor, Educational Computing and Technology; B.S., M.S., Central Missouri State University; Ed.D., University of West Florida
- BROWN, Yvette Ann Marie; Associate Dean and Director, Network and Information Systems Services; B.S., M.S., Barry University
- BRYANT, Lynne; Assistant Professor of Nursing; B.S.N., University of Maryland; M.S.N., University of Pennsylvania; Ed.D., Florida International University
- BUCHMAN, Jacqueline; Associate Professor of Podiatric Medicine; B.S., Pennsylvania State University; D.P.M., California College of Podiatric Medicine
- BURIA, MariaElena; 2+2 Coordinator, Assistant Professor of Education; B. S., Florida International University; M.S., University of Southern California
- BURKE, Robert; Professor Emeritus of Educational Computing and Technology; B.A., Michigan State University; Ed.D., Harvard University
- BURNS, Kayreen; Professor Emerita of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BUTCHER-MOKHA, Monique; Associate Professor of Sport and Exercise Sciences; B.S., Ohio University; M.S., University of Arkansas; Ph.D., Texas Woman's University
- BYRD, Sharon; 2+2 Program Coordinator, Assistant Professor of Education; B.S., M.S., University of Southern Mississippi; Ed.D., Univeristy of Memphis
- BYRNE, Lawrence; Associate Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CADY, Catherine S.; Admissions and Marketing Coordinator, Adrian Dominican School of Education; B.A., University of Central Florida; M.A., Regis University
- CAHILL, Linda Assistant Dean, Distance Education Support and Director, Center for Excellence in Learning and Teaching (CELT); B.A., George Mason University; M.A., Temple University; M.S., University of Miami; Ph.D., New York University

- CALLAGHAN, Karen; Associate Dean, School of Arts and Sciences; Chair, Sociology and Criminology; Professor of Sociology; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CANTENS, Bernardo J.; Associate Professor of Philosophy; B.A., M.A., Florida International University; M.A., Ph.D., University of Miami
- CARDET, Sr. Lucy, O.S.F.; Academic Advisor/ Recruiter, School of Adult and Continuing Education; B.A., St. Bonaventure; M.A., Case Western AE Serve
- CARIONI, Angeles; Assistant Professor of Education; B.A., Cordoba University (Argentina); M.S., Barry University
- CARO, Manuel Jesus; Assistant Professor of Sociology and Criminology; B.S., University of Granada (Spain); M.A., Ph.D., University of Miami
- CARON, O.P., David Rev.; Director, Center for Dominican Studies; B.A., University of Massachusetts, M.A., M.Div., St. John's Seminary; D.Min., Catholic Theological Union
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University; Doctoral Candidate, Florida International University; Doctoral Candidate, Florida International University
- CARRIG, James; Assistant Athletic Director, Public Affairs/SID; B.A., University of Findlay; M.S., The United States Sports Academy
- CARSTENS, Paul D.; Director of Facilities Management; B.S., United States Naval Academy
- CARTER, Sam; Assistant Professor, School of Education; B.S., Eastern Illinois University; M.S., Florida International University; J.D., University of Miami
- CARTRIGHT, Evelyn; Instructor of English; B.A., M.A., STATE UNIVERSITY OF NEW YORK at Stony Brook
- CASAL, Carmen; Library Computing Support Specialist, Division of Information Technology; B.A., Florida International University; M.S., North Dakota State University
- CASALE, Frank; Executive Director, Planned and Deferred Gifts, Institutional Advancement; B.A., St. Bonaventure University
- CASSINI, Charles J.; Assistant Professor of Philosophy; B.A., The Catholic University of America; M.A., University of Miami; M.Ed., Florida Atlantic University
- CASTRO, Vivian; Director, CAL Program, Learning Center; B.A., M.S., Florida International University
- CAUCE, Rita M.; Assistant Director of Library Technical Services, Division of Information Technology; B.A., Florida State University; M.S., Nova Southeastern University
- CAVANAUGH, O.P.; Sr. Sarah; Associate Vice President for Institutional Advancement; B.S., Barry University; M.S., Barry University
- CEPEDA, Marilyn; Coordinator, Office of Disability Services, Student Services; B.S., Barry University
- CERRA, G. Jean; Dean of Human Performance and Leisure Sciences; Professor of Physical Education; B.S., Florida State University; M.A., University of Iowa; Ph.D., University of Missouri
- CERVANTES, Cynthia A.; Assistant Program Director, Cardiovascular Perfusion Program; B.A., University of Oklahoma
- CHARANIA, Preeti; Assistant Director of Field Education, School of Social Work; B.A., Xavier College; M.S.W., Nirmala Niketan College of Social Work, Bombay University
- CHANG, Jacqueline; Assistant Professor of Biology; B.A., Barnard College/Columbia University; M.A., Ph.D., Princeton University
- CHARRON, Sue Ann; Associate Professor of Nursing; B.S.N., Wayne State University; M.S.N., Emory University; Ph.D., University of Michigan
- CHATTOO, Calmer; Reference Librarian; B.A., University of West Indies, Mona, Jamaica; M.L.S., Ed.M., University of Buffalo-STATE UNIVERSITY OF NEW YORK
- CHOATE, Angela; Assistant Professor of Educational Computing Technology; B.S., Andrews University; M.S., Ph.D., Barry University
- CHRAIBI, Chakib; Associate Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., STATE UNIVERSITY OF NEW YORK at Binghamton
- CHROMY, Samantha; Assistant Professor of Education; B.S., University of Surrey, Guildford, England; M.S., Stetson University; Ph.D., University of Central Florida
- CHRUSZCZYK, Cynthia; Senior Associate Registrar; B.B.A., Florida International University; M.S., Barry University
- CIESLAR, Rosemarie; Assistant Director, Cash Management, Business and Finance Division; B.S., Barry University
- CLARO, Aida; Senior Associate Director of Financial Aid; B.S., Barry University

- CLEMENT, Annie; Professor of Sport and Exercise Sciences; B.S., M.S., University of Minnesota; Ph.D., University of Iowa; J.D., Cleveland State University
- CLOTHIER, Carol; Assistant Dean, Arts and Sciences; B.S., Florida State University; M.S., Barry University
- CLOTTEY, Ruth; Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COFFEY, James; Senior Assistant Director of Admissions; B.A., State University of New York at Albany
- COFFEY, Lauren; Coordinator/Transcriber, Office of Disability Services; B.S., University of Pittsburgh
- COHEN, Steve; Associate Professor of Medical Education; Director of Distance Education, Physician Assistant Program; B.S., University of Alabama-Birmingham; M.P.A.S., University of Nebraska
- COLE-MILLER, Alice; Senior Financial Aid Counselor; B.S., Nova Southeastern University; M.S., California State University
- COLIN, Jessie; Director, Ph.D. in Nursing Program; Associate Professor of Nursing; B.S.N., M.S.N., Hunter College; Ph.D., Adelphi University
- COLVIN, Mary K.; Supervisor, Nursing Resource Center; Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Edinboro University of Pennsylvania
- CONDE, Luis T.; Assistant Professor of Education; B.S., University of Lisbon, Portugal; B.A., St. Thomas University; M.S., St. Thomas University; Ph.D., The Union Institute
- CONNELL, Helen; Associate Professor of English; Assistant Chair, English and Foreign Languages; B.A., M.A., Syracuse University; Ph.D., Florida State University
- COOK, Patricia J.; Associate Dean for Student Affairs, School of Social Work; Assistant Professor of Social Work; B.A., Gordon College; M.S., Columbia University School of Social Work
- CORPUZ, Helen L., Director of Undergraduate Admissions; B.A., Fordham University at Lincoln Center; M.S., College of Staten Island
- CORRAL, Elsa, Assistant Professor of Education, Teaching and Learning Department at Ft. Myers; B.A., University of Florida; Ph.D., Oakland University
- CORRISS, Mary Laura; Senior Programmer/Analyst, Administrative Information Systems; B.A., Duquesne University; M.S., Barry University
- COULTER, Beverly; Professor of Music; B.F.A., Florida Atlantic University; M.M., D.M.A., University of Miami
- COUSINS, Sheldon; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.S., York College; M.S.W., Hunter College
- COVONE, Michael; Director of Athletics; B.P.S., M.S., Barry University
- CRAMER, Carl R.; Professor of Sport and Exercise Sciences; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University
- CREIGHTON, Cynthia; Associate Professor and Assistant Director of Occupational Therapy; B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., Wayne State University
- CREMADES, Gualberto; Assistant Professor of Sport and Exercise Sciences; B.S., M.Ed., Ph.D., University of Houston
- CRONIN, Adriana; Associate Director of Records Management and Transcript Evaluation; B.L.S., M.S., Barry University
- CRUTER, Anwar S., Director, Office of Student Activities; B.A., Elon College; M.A., Appalachian State University
- CRUZ, Robert David; Associate Professor of Economics and Finance; B.A., Georgetown University; Ph. D., University of Pennsylvania
- CRUZ, Wilfrido; Admissions Counselor; B.A., University of California, Santa Cruz; M.S., University of Vermont
- CULVER, Charles M.; Associate Program Director and Director of Didactic Studies, Physician Assistant Program; Professor of Medical Education; B.A., Columbia University; M.D., Ph.D., Duke University
- CUPIDO, Claris Lynette; Laboratory Director, School of Natural and Health Sciences; ONC (Biological Sciences) The College of Northeast London; Diploma in Microbiology, London Guildhall University
- CURETON, Kathleen; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.S., Austin Peay State University; M.S., Murray State University
- CURRERI, Angela Ceil; Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas

- CURTISS, Pamela; Assistant Dean of Education, Ft. Myers, School of Education; B.A., Hastings College; M.A.E., Ph.D., University of Nebraska-Lincoln
- CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas
- CZERNIEC, Timothy H.; Senior Vice President for Business and Finance; Associate Professor of Management; B.B.A., Kent State University; M.Ed., M.B.A., University of Miami
- DABAJA, Flor Maria; Director, Kendall, School of Adult and Continuing Education; B.A., M.P.A., University of Michigan
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DANIELS, Ollie; 2+2 Coordinator, Associate Professor of Education; B.S., Edward Waters College; M.S., Texas Southern University; Ed.D., University of Florida
- DAVIDSON, Carla; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., State University of New York; M.A., New York University
- DAVIES, Roxanne S.; Director, QIP; B.S., M.S., Texas A&M University
- DAVIS, Cynthia; Assistant Academic Coordinator for English, South Dade; Associate Professor of English, School of Adult and Continuing Education; B.A., Boston College; M.A., Georgetown University; M.Ed., Boston University; Ph.D., University of Maryland
- DAVIS, Deborah L.; Senior Financial Aid Counselor; B.S., M.S., University of Maine
- DAY, Terri; Associate Professor of Law; B.A., University of Wisconsin; M.S.S.A., Case Western Reserve University; LL.M., Yale Law School; J.D., University of Florida
- DeCARDENAS, Rebecca; Director, Cutler Ridge, School of Adult and Continuing Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University
- DEEB, Khaled; Academic Coordinator, Information Technology; Associate Professor of Information Technology, School of Adult and Continuing Education; B.A., B.S., Beirut University; M.S., Ph.D., Florida International University
- DeLaPENA, Maura (Silvia); Assistant to Department Administration Theology/Philosophy
- DeLaVEGA, Phyllis; Assistant to the Director, Student Activities
- DEL RIO, Heberto; Assistant Professor of Mathematics; Licenciante Mathematics, M.S., Universidad Nacional Autonoma de Mexico; M.S., University of Miami; Ph.D., State University of New York at Stony Brook
- DEMPSEY, Susan; Associate Professor of Theatre and English; B.A., Boston College; M.F.A., Catholic University, D.C.
- DENELL, Kerri; Director of Community Initiatives, School of Nursing; B.S.W., M.S.W., Barry University
- DEVINE, Patrick; Assistant Director, Residence Life, Student Services; B.S., M.S., Barry University
- DeWINTER, Marietta; Librarian/Cataloger; M.L.S., Florida State University
- DEZEK, John; Associate Professor of Education; Associate Dean of Graduate Programs in Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIAZ, Leticia; Associate Dean for Academic Affairs and Professor of Law; J.D., Ph.D., Rutgers School of Law
- DIAZ-RODRIGUEZ, Mercedes; Executive Secretary to the Director of Anesthesiology; B.S. Candidate, Barry University
- DIENER, Betty; Professor of Management, School of Business; B.S., Wellesley College; M.B.A., D.B.A., Harvard University
- DIEZ, Nicole O.; Business Analyst, Administration Information Systems; B.B.A., M.B.A., University of Miami
- DiBELLO, Lilia; Assistant Professor of Education; B.A., Tulane University; M.S., Ed.D., Florida International University
- DICK, Ronald M.; Professor of Anesthesiology; B.S., Florida State University; B.S., Ph.D., University of South Carolina
- DIMKOVSKI, Martin; Network Engineer, Network & Information Systems; B.S., Barry University
- DINGER, Amber R., Financial Aid Counselor; B.S., Florida State University
- DOMINGUEZ, Azul; Senior Financial Aid Counselor; B.A., Florida International University
- DOPICO, Patti; Benefits Manager, Human Resources
- DORAN, Madeleine; Associate Professor of Education; B.S., Valdosta State University; M.S., University of Montana; Ed.D., University of South Florida

- DOTSON, Julie; Director, Continuing Medical Education, School of Graduate Medical Sciences; B.A., Knox College
- DUBERRY, James; Executive Chef, Dining Services
- DUCHATELET, Martine; Associate Dean, School of Business; Professor of Economics/Finance; B.A., M.A., University of Brussels, Belgium; Ph.D., Stanford University
- DUFFY, Maureen; Director, Counseling Program; Associate Professor of Education; B.S., National University of Ireland; M.S., Barry University; M.S., Ph.D., Nova University
- DUNCAN, Krishna; Computer Systems Engineer, Desktop Computing Services; B.S., Barry University
- DUTTER, Lee E.; Associate Dean for Academic Affairs, School of Adult and Continuing Education; B.S., Florida State University; M.A., Ph.D., University of Rochester
- DUVALL, Darrell; Director, Information Technology Support Desk, Division of Information Technology; B.S., M.S., Florida International University
- EBERSOLE, Jim; Manager, Campus Bookstore; A.S., Purdue University
- EELTINK, Catherina; Associate Professor of Education, Doctoral Faculty, Counseling - Orlando; B.A., Marquette University; M.S., University of Miami; Ph.D., Florida State University
- EGAN-HINELINE, Eileen.; Director, Student Health Center; B.S.N., Barry University; M.S., Barry University
- EHLE, Mary A.; Assistant Professor of Theology; B.A., St. Norbert College; M.A., St. John's University; Ph.D., Marquette University
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University
- ERVIN, Steven; Coordinator of Student Activities, Student Services; B.A., University of Texas at Arlington; M.S., University of Miami
- ESPOSITO, Luigi; Assistant Professor of Sociology and Criminology; B.A., Florida International University; M.A., Ph.D., University of Miami
- ESTEVEZ, Monsignor Felipe J.; Associate Professor of Theology; M.A., Barry University; S.T.L., University of Montreal; S.T.D., Pontifical Gregorian University
- ESTEVEZ, Marilyn; Instructor of English; B.S., Florida International University; M.A., Barry University
- EVANCO, Carol; Assistant Vice President, Alumni Relations; M.B.A., Barry University
- EVANS, Chester A.; Associate Vice President and Dean, School of Graduate Medical Sciences; Professor of Podiatric Medicine; B.S., University of Miami; M.S., University of Florida; B.Med.Sc., D.P.M., California College of Podiatric Medicine
- EVANS, Evelyn; Associate Professor of Education; Associate Dean for Teaching and Learning Programs; B.Ed., University of Miami; M.Ed., University of Miami; Ed.D., University of Miami
- EWING, Dan; Professor of Art History; B.A., University of California; M.A., Ph.D., University of Michigan
- FAIRBANKS, Sandra J.; Associate Professor of Philosophy; B.A., Wheaton College; M.Phil., University of Edinburgh; J.D., University of Maine; M.A., Ph.D., University of Minnesota
- FAIRBANKS, O.P., Sr. Sara Ann; Assistant Professor of Theology; B.A., Wilson College; M.A., Aquinas Institute of Theology; Ph.D., University of St. Michael's College/ Toronto School of Theology
- FARMER, Robert E.; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., St. Charles and St. Mary's College; B.A., M.A., University of Louvain; M.Ed., University of Florida; M.A., University of South Florida; Ed.D., Boston University
- FARRELL, Jill Beloff; Director, Curriculum and Instruction Program; Director, Elementary Education (Graduate) Program; Assistant Professor of Education; B.S.A., M.S., Ed.D., Florida International University
- FEITO, Patricia Maria; Academic Coordinator English, Written Communication, and Foreign Languages; Associate Professor of English, School of Adult and Continuing Education; B.A., Florida International University; A.M., University of Michigan; Ph.D., University of California
- FEITO, Yuri; Director of the Fitness Center; Assistant Director of Campus Recreation and Wellness; B.S., M.S., Barry University
- FELGER, Courtney; Senior Admissions Counselor; B.A., Gannon University; M.S.W., Barry University
- FERNANDEZ, Antonio A.; Assistant Professor of Biology; B.Sc., B.A., M.D., Higher Institute of Medical Sciences of Havana, Cuba
- FERNANDEZ, M. Sylvia; Associate Professor of Counseling Education; B.A., B.S., M.S., Ph.D., Southern Illinois University at Carbondale

- FERNANDEZ, Robert A. J.; Director, Institute for Community Health and Minority Medicine, School of Graduate Medical Sciences; Professor of Public Health Education; B.A., Lehman College of the City University of New York; M.P.H., Florida International University; D.O., Michigan State University
- FERNANDEZ, Susana; Director, Commuter Affairs, Student Services; B.A., M.B.A., Ph.D. Barry University
- FERRANTE, Elizabeth; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.S., M.S., M.B.A., Embry-Riddle Aeronautical University
- FICKEL, Angela; Instructor in Biology; B.S., Marquette University; M.S., Barry University
- FIEDLER, Anne; Professor of Management, School of Business; B.A., M.B.A., University of Miami; Ph.D., Florida International University
- FIEN, Richard B.; Assistant Professor of Medical Education; Director of Didactic Studies, Physician Assistant Program; B.S., University of Florida; M.D., University of Miami; M.P.H., Florida International University
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FISHMAN, Philip; Instructor of English; B.S., M.A., Ohio State University
- FLETCHER, Dave C; Senior Director of Graduate Admissions; B.A., Don Bosco College; M.A., University of South Florida; M.A., St. Vincent De Paul Regional Seminary
- FLORA, Harleen; Instructional Designer/Trainer, Center for Excellence in Learning & Teaching (CELT); B.S., Guru Nanak Dev University; M.C.M., University of Poona
- FLORA, Joseph; Associate Professor of Education; B.A., Oklahoma Baptist University; M.R.E., Central Baptist; M.A., University of the Pacific; Ph.D., Western Colorado University; Ed.D., University of Arkansas
- FLOWERS, O.P., Sr. Grace; Academic Advisor, Associate Director, Treasure Coast, School of Adult and Continuing Education; B.S., Siena Heights College; M.S., Barry University; M.A., Loyola University; Ed.S., University of Georgia
- FLYNN, Jamie; Admissions Counselor; B.A., Fairleigh Dickinson University
- FONSECA, Belgis M.; Financial Aid Counselor; B.S., Barry University
- FRANCISCO, Deborah; Production Manager, University Marketing and Advertisement
- FRANCO, Catalina; Coordinator, Wellness, Human Performance and Leisure Sciences; B.S., M.S., Barry University
- FRANCO, Mary Jane; Instructor in Computer Science, Mathematics and Computer Science Department; B.S., Pontificia Universidad Javeriana; M.S., University of Notre Dame
- FRANK, Mitch; Assistant Professor of Law; B.A., Cornell University; J.D., University of Florida
- FRANK, William P.; Assistant Dean for Students, School of Business; B.S., Bradley University; M.B.A., DePaul University
- FREED, C.C.P., Jason; Program Director, Cardiovascular Perfusion; B.S., University of Texas; M.S., Barry University
- FREEMAN, Marsha; Associate Professor of Law; B.A., Queens College; J.D., Touro College
- FREI, O.P., Sr. John Karen; Associate Vice President for Research; Dean, School of Natural and Health Sciences; Professor of Biological and Biomedical Sciences; B.A., Douglass College; M.S., Rutgers University; M.B.A., Barry University; Ph.D., University of Miami
- FRIESER, Barry; General Manager, Dining Services; B.A., Brandeis University
- GAFFNEY, Patrick; Assistant Professor of Education; B.A., St. Benedict's College; M.Ed., University of Missouri; Ph.D., University of Mississippi
- GALLANT, J. Paul; Associate Professor of Education, School of Education;
- GARCIA, Tamara Celestin; Coordinator, Inter-cultural Center, Student Services; B.A., University of Miami; M.P.A., Florida International University
- GARNETT, Lakima; Area Coordinator; Residence Life; B.A., Eastern Carolina University
- GASSO, Teresa M.; Senior Transcript Evaluator and Training Coordinator, Division of Enrollment Services; B.S., Kennesaw College; M.S., Barry University
- GEERTZ-GONZALEZ, Roger; Assistant Professor of Education; School of Education;
- GEHRET, Steve; Associate Vice President for Finance; B.S., St. Edwards University; M.B.A., Barry University
- GERBER, Cheryl B.; Executive Assistant to Vice President for Business and Finance; B.L.S., M.S., Barry University

- GIBBS, Dolores; Program Director; Assistant Professor of Anesthesiology; B.S., Corpus Christi State University; M.S., Barry University; Doctoral candidate, University of Southern California
- GIBSON, Ann; Assistant Professor of Sport & Exercise Sciences; B.A., Albertus Magnus College; M.B.A., M.S., Ph.D., University of New Mexico
- GILLIG, Scott Edward; Professor of Counseling; B.A., M.ED., Ph.D., University of Toledo
- GIORDANO, Victoria A.; Assistant Professor of Education, School of Education; B.S. and M.S., Nova University; Ed.D., Florida International University
- GLASSMEYER, Donata; Director, Tallahassee, School of Adult and Continuing Education; Tallahassee; B.A., M.A., University of Cincinnati
- GLOVER-HODGE, Renee; Alumni Program Director; B.S., Barry University
- GLYNN, Gerard; Associate Professor of Law; B.A., St. Louis University; LL.M., Georgetown University; M.S., J.D., American University
- GOEHL, John F., Jr.; Professor of Physics; B.S., University of Notre Dame; Ph.D., University of Notre Dame
- GOLLET, Armitra; Area Coordinator, Residence Life, Division of Student Services; B.A., Barry University
- GONZALEZ, Javier; Instructor; B.S., Florida International University; M.S., Nova Southeastern University
- GONZALEZ, Miguel A.; Academic Advisor/Recruiter, School of Adult and Continuing Education, Orlando; M.H.S., Lincoln University; Ed.D., Temple University
- GORMAN-WEBB, Greta; Wellness Coordinator - QIP; B.A., Barry University
- GONZALEZ, Pedro B.; Associate Professor of Philosophy; B.A., University of Alabama; M.S., Ph.D., DePaul University
- GOULET, Jocelyn; Director, Health Sciences Admissions Operation; B.A., B.Ed., University of Ottawa; B.Ph., L.Ph., St. Paul University; M.A., University of Ottawa
- GRAF, Susan; Assistant Professor of Education; B.S., San Diego State University; M.S., Doctoral Candidate, Iowa State University
- GRANT, Lynn; Regional Director, Brevard/Orlando, School of Adult and Continuing Education; B.S., City University of New York at York College; M.A., Webster University
- GRAY, Artis L.; 2+2 Coordinator, Assistant Professor of Education; B.S., Florida State University; M.S., Florida International University; Ed.D., Florida International University
- GRAY, Patrick; Associate Professor of Education; Director, Educational Leadership Program; B.S., Florida State University; M.Ed., Florida Atlantic University; Ed.S., Ed.D., University of Florida
- GRAY, Susan; Professor of Social Work; B.A., Caldwell College; M.S.W., Rutgers University; M.B.A., Barry University; Ed.D., Nova University; Ph.D., Barry University
- GRAZZIANI-RIVERA, Annette; Technology & Support Assistant/Database Processing Specialist, Division of Enrollment Services; B.S., Barry University
- GREENBAUM, Andrea; Assistant Professor of English; B.A., California State University; M.A., Ph.D., University of South Florida
- GRIFFIN, Michael; Vice President for Student Services; Professor of Education; B.A., M.A., Siena Heights College; Ed.D., Nova Southeastern University
- GRIMES, Carrie; Assistant Director of Information Systems and Technology; Division of Enrollment Services; B.L.S., M.S., Barry University
- GRISWOLD, Jan M.; Assistant Manager, Audiovisual Services; M.A., Trevecca Nazarene University
- GRIZZLE, Gary; Associate Professor of Sociology; B.A., Florida Int'l University; M.S., Florida State University; Ph.D., Northwestern University
- HACKER, Marcia; Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., Barry University
- HALLBACK, Sharon; Operations Manager, School of Natural and Health Sciences; B.P.S., M.S., Barry University
- HANSON, Carole F.; Assistant Director of Financial Aid; B.P.S., Barry University
- HARALAMBIDES, James; Associate Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas
- HARLIN, Rebecca P.; Director, Pre-Kindergarten/Primary Education Program; Director, Curriculum and Instruction Ph.D. Program, Associate Professor of Education; B.S., Mansfield State University; M.S., University of Central Florida; Ph.D., University of Florida
- HARRIS-HOLLOWAY, Jennifer; Instructor in Nursing; B.S.N., M.S.N., University of Miami

- HARRIS-LOOBY, Judy; Director, Exceptional Student Education Program; Assistant Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami
- HAUSER, Nancy E., Operations Manager, School of Business; B.P.S., Barry University
- HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland
- HAYS, Nicole Lynn, Head Coach, Women's Basketball; B.S., Culver-Stockton College
- HEIM, Julie, Call Center Supervisor, Division of Enrollment Services
- HELOPOULOS, Chris; Assistant Professor of Medical Education; Associate Director of Clinical Education, Physician Assistant Program; B.S., University of Florida; B.A., M.S., University of Illinois
- HENGARTNER, Christoph; Assistant Professor of Biology; B.S., Université Laval, Canada; Ph.D., Massachusetts Institute of Technology
- HENNESSY, Bro. Paul K., C.F.C.; Professor and President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Iona College; M.A., St. John's University; B.St., Lateran Pontifical University; Ph.D., The Catholic University of America
- HERSHORIN, Indra Ramphal; Instructor in Nursing; B.S.N., M.S.N., Barry University
- HICKS, Leta E.; Associate Professor of Sport and Exercise Sciences; Director, Graduate Programs; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University
- HIGGS, Paul; Assistant Professor of Chemistry; B.S., M.S., Ph.D., University of Auckland
- HILL, Candice, R.N., Registered Nurse, Student Health Center; B.S.N., Barry University; M.H.S.A., Georgia Southern University
- HILL, Yvonne D.; Recruiter, Collier/Lee Counties; School of Adult and Continuing Education; B.A., Rutgers University; M.B.A., Rider University
- HOCHMAN, Judith Whiteman; Associate Dean of Continuing Education Programs, School of Adult and Continuing Education; B.S., Wilkes College; M.A., Marywood College; Ed.D., Temple University
- HOCK, Jean; Director, Residence Life, Student Services; B.A., M.S., Barry University
- HOFFMAN, Eric; Associate Professor of Communication; B.S., M.S., Ph.D., Florida State University
- HOLLAND, H. Brian; Assistant Professor of Law; B.A., Tufts University; J.D., Washington College of Law at American University; LLM, Columbia University
- HOLLOWAY, Stephen M.; Associate Vice President for Graduate Studies and Dean, School of Social Work; Professor of Social Work; B.A., San Diego State University; M.S., Ph.D., Columbia University
- HORNER, Robert Bower; Assistant Professor of Philosophy, School of Adult and Continuing Education; B.A., Schiller International University; M.A., Boston University; M.A., Ph.D. University of Miami
- HOUGHTON, Charlene; Director, Teaching and Learning 2+2 Programs, Assistant Professor of Education; B.S., James Millikin University; M.Ed., University of Miami
- HOUSTON, Yvonne; Assistant Professor of Dance, B.F.A., New York University; M.A., Teachers College, Columbia University
- HOUSTON-VEGA, Mary Kay; Associate Professor of Social Work; B.S.W., Colorado State University; M.S.W., University of Denver; Ph.D., University of Southern California
- HOUTS, M. Aaron; Academic Advisor, Brevard, School of Adult and Continuing Education; B.A., Rhodes College; M.A., University of Memphis
- HU, Xiaotang; Assistant Professor of Biology; M.S., Ph.D., Hunan Medical University (China)
- HUBSCHMAN, Betty Gould; Director, Human Resource Development Program, Associate Professor of Education; B.A., Florida Atlantic University; M.S., Ed.D., Florida International University
- HUDACK, Lawrence R.; Professor of Accounting; B.B.A., M.B.A., Bonaventure University; Ph.D., University of North Texas
- HULL, Helia Garrido; Assistant Professor of Law; B.A., Providence College; J.D., Stetson University
- HULTQUIST, Ronald D.; Assistant Maintenance Manager for Construction and Alterations, Facilities Management; Licensed General Contracto; B.S., Barry University
- HUMESTON, H. Dart; Assistant Dean/Director of Financial Aid; B.L.S., M.S., Barry University
- HUNTER, Carmen; Director, Continuing Education Programs, School of Adult and Continuing Education; B.S., Barry University
- HURLEY, O.P., Sister Marie Carol; Professor Emerita of Humanities; B.A., Siena Heights College; M.A., The Catholic University of America

- HURT, Joseph Richard; Dean, School of Law-Orlando, Professor of Law; Master of Law, Yale University; J.D., Baylor University
- HUTCHISON, SND, Sr. Julie Marie; Assistant Dean of Education, Orlando, School of Education; B.A., University of Michigan; M.Ed., Bowling Green State University; Doctoral candidate, Teachers College Columbia University
- HUTTO, Barbara B.; Assistant to the Dean, School of Arts & Sciences
- HYMN, Lynch; Audiovisual Services Manager, Division of Information Technology; B.L.S., Barry University
- IGLESIAS, Estrella; Library Director and Assistant Dean of Library Services, Barry University Library; B.A., Barry University; M.L.S., Louisiana State University
- IOZZIO, Mary Jo; Associate Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University
- ISREL, Richard; Associate Registrar; B.S., Florida International University
- IZQUIERDO, Antonio Gil; Web Programmer/Designer, Administrative Information Systems; B.S., Concordia University, Wisconsin
- JACKSON, O.P., Sr. Myra; Associate Vice President for Human Resources; B.A., Barry University; M.B.A., Barry University
- JEANTILUS, Yvette; Computer Liaison; B.P.S., M.S., Barry University
- JEHLE, O.P., Sister Dorothy; Professor Emerita of English; Director of Archives; B.A., College of St. Francis; M.A., John Carroll University; Ph.D., Loyola University
- JENKINS, Marilyn; Associate Director, School of Adult and Continuing Education; B.S., M.S., La Roche College
- JEZEK, Dennis; Director, Sports Information; B.A., University of Alabama; M.S., Shippensburg University of Pennsylvania
- JIMENEZ, Ana; Assistant Professor of Biology; B.S., Barry University; Ph.D., University of Miami
- JIMENEZ, Ricardo; Instructor of Computer Science, Mathematics and Computer Sciences; B.A., Florida International University; M.S., Barry University
- JOHNSON, Audrey; Assistant Director of IT Support Desk, Division of Information Technology; B.S., M.S., Barry University
- JOHNSON, Linda; Coordinator of Student Activities; School of Natural and Health Sciences
- JONES, Deborah Lynn; Associate Professor of Psychology; B.A., Northwestern University; M.Ed., Boston University; M.A., Ph.D., University of North Texas
- KANEFSKY, Joseph; Head Athletic Trainer; Clinical Instructor; B.S., University at Buffalo; M.S., Barry University
- KEENER, Joseph; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., St. Alphonsus College; M.S.W., Barry University
- KEGELES, Sharon; Assistant Professor of Sport and Exercise Sciences; M.S., Barry University
- KELLY, Dorothy C.; Assistant Registrar; B.S., Barry University
- KING, Christine A.; Associate Professor of Education; B.Ed., M.Ed., Ed.D. University of Miami
- KINZEL, Rochelle; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College
- KIRKLAND, Susan; Director, Financial Operations, Business and Finance Division; B.S., University of North Carolina
- KLEIER, JoAnn; Associate Professor Nursing; B.S.N., University of South Florida; M.S.N., University of Miami; Ed.D., Florida International University; Ph.D., Barry University
- KOLSKY, Sharon; Instructor in Education; 2+2 Program Coordinator; B.S., University of Maryland; M.S., University of Miami
- KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University
- KONCZAL, Lisa; Assistant Professor of Sociology and Criminology; B.A., M.A., Ph.D., Florida International University
- KOONS, Judith; Assistant Professor of Law; B.A., University of Florida; J.D., University of Florida College of Law; M.T.S., Harvard University Divinity School
- KOOTTUNGAL, Viju Mathew; Director, Desktop Computing Services, Division of Information Technology; B.S., M.B.A., Barry University
- KOPERSKI, SFCC, Sr. Veronica; Professor of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., S.T.L., Ph.D., S.T.D., Catholic University of Louvain (Belgium)

- KOPP, David; Coordinator, Human Resource Development (Graduate) Programs; Assistant Professor of Education; A.A.S, B.S., University of Louisville; M.B.A. , University of Orlando; Ph.D., Barry University
- KOWLESSAR, Astrid F.; Transcript Evaluator; B.A., B.S., Barry University
- KUSHI, Harold (Terry); Director, Info Technology Infrastructure Services; Division of Information Technology
- LaBAHN, Patricia D.; Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science; B.A., Creighton University; M.A., University of Dayton; M.B.A., Barry University; Ph.D., Saint Louis University
- LaBARRIE, Ronald; Director of Student Financial Services; B.S., M.B.A., Barry University
- LADERMAN, Mike.; Assistant Vice President for University Relations; B.A., Nova Southeastern University
- LAGAZON, Christopher; Programmer/Analyst, Administrative Information Systems; B.S., University Santo Tomas-Philippines
- LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., STATE UNIVERSITY OF NEW YORK at Stony Brook; Doctoral Candidate, Barry University
- LANDA-GONZALEZ, Belkis; Assistant Professor of Occupational Therapy; B.S., University of Miami; M.S., Florida International University
- LANGER, Roy; Instructor in Speech; B.A., M.A., Brooklyn College; Ph.D., Northwestern University
- LANGTON, Brandon G., Web and Graphic Designer, Academic Publications, Marketing and Advertising; B.S., Florida International University
- LAPANAITIS, Ioannis; Graduate Financial Aid Counselor; B.S., Barry University
- LASH, Lewis W.; Associate Professor of Management, School of Business; B.S., Central Michigan; M.A., University of Michigan; D.B.A., Nova University
- LASKY, Cynthia; Assistant Professor of Education; B.S., University of Southern Connecticut; M.S., Barry University; Ed.D., Nova Southeastern University
- LATKOVICH, C.S.J., Sr. Sallie L.; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Cleveland State University; D.Min., Graduate Theological Foundation
- LAUDAN, Ralph; Associate Dean, School of Natural and Health Sciences; Associate Professor of Biology; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University
- LAURORE, Sebastien; Assistant Network Engineer, Network & Information Systems; M.S., American Intercontinental University
- LEACOCK, Stephen J.; Professor of Law; B.A., M.A., City of London Polytechnic; LL.M., London University; Barrister, Middle Temple-London
- LEE, J. Patrick; Provost/Senior Vice President for Academic Affairs; Professor of French; B.A., Brescia College; Ph.D., Fordham University
- LEEDER, Ellen Lismore; Professor of Spanish; Doctora en Pedagogia, Universidad de La Habana, Cuba; M.A., Ph.D., University of Miami
- LEFF, Susan; Director, Elderhostel Programs, Adult and Continuing Education; B.L.S., Barry University
- LEONARD, Cathleen; Assistant to Associate Vice President for Finance, Business and Finance Division; B.S., Barry University
- LETSCHE, Mary Ellen; Administrative Coordinator
- LENNON, Ron; Professor of Marketing, School of Business; B.A., Long Island University; M.B.A., University of Baltimore; Ph.D., University of Maryland
- LePAGE, Carolyn.; Director, Nurse Practitioner Specializations, Assistant Professor of Nursing; B.S.N., M.S.N., Barry University
- LESCOUFLAIR, Vladimir; Manager, Computer Labs, Division of Information Technology; B.S., Florida International University
- LEVASSEUR, Marie Ange; Academic Advisor, Adult and Continuing Education; B.L.S., M.S.W, Barry University
- LEVINE, Joel; Associate Professor of Education; Director of Information Technology and Distance Education; B.A., University of So. Florida; M.S., Florida Int'l University; Ed.S., Nova University; Ed.D., Florida International University
- LEWIS, Sarah J.; Associate Professor of Social Work; B.S.W., Florida Atlantic University; M.S.W., Barry University; Ph.D., Florida State University
- LIN, Peter; Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., Johns Hopkins University
- LINGREN, Carolyn; Professor of Nursing; B.S. University of Akron; M.S.N., University of Cincinnati; Ph.D., University of Texas at Austin
- LIS HOERNER, Shelly; Head Softball Coach; B.S., Canisius College; M.S., Barry University

- LITTLE, Daniel J.; Assistant Professor of Nursing; B.S., M.B.A., Nova University; M.S.N., Florida Atlantic University; Doctoral Candidate, Barry University
- LIZAMA, Silvia; Professor of Photography; B.F.A., Barry University; M.F.A., Rochester Institute of Technology
- LONDONO, Edward Andrew; Director of Campus Recreation; B.A., M.A., Florida International University
- LONDONO, Fernando; Facilities Manager/Shop Supervisor, Fine Arts Department
- LONDONO, Hernan; Director of Instructional Computing Services, Division of Information Technology; B.S., M.S., Barry University
- LONGO, Joanne; Assistant Director, Portfolio Program; Brevard, School of Adult and Continuing Education; B.S., University of Maryland; M.S., Barry University
- LOPEZ, Regina; Database Administrator, Administrative Information Systems; B.S., Barry University
- LORING, Marjorie J., Coordinator of Technical Support Services, School of Arts and Sciences; B.S., Barry University
- LOSITO, James M.; Professor of Orthopedics and Biomechanics; B.S., California Polytechnic State University; D.P.M., California College of Podiatric Medicine
- LOUTZENHISER, K. Kim; Assistant Academic Coordinator of History, Political Science and Public Administration, Assistant Professor of Public Administration, School of Adult and Continuing Education; A.B., Washington University; M.A., Ph.D., St. Louis University
- LUCKETT, Pamela; Assistant Professor of Information Technology; Assistant Academic Coordinator for Information Technology, Brevard, Orlando; B.S., University of Arkansas - Pine Bluff; M.S., Western Michigan University; Ed.S., Ph.D., Florida Institute of Technology
- LUDWIG, Kathryn; Associate Professor of Sport and Exercise Sciences; B.A., the Colorado College; M.S., Texas Christian University; Ph.D., Texas Woman's University
- LUEPTOW, Margaret B.; Adjunct Associate Professor and Librarian, The Blessed Edmund Rice School for Pastoral Ministry; A.B., Oberlin College; M.L.S., University of Oregon
- LUEYAT, Dennis; Area Coordinator, Residence Life; B.S., Barry University
- LUGO, Andy; Personal Counselor, Center for Counseling and Psychological Services; B.A., Syracuse University; M.S.W., Barry University
- LUKOMSKI, Dolores; Academic Advisor, Orlando, School of Adult and Continuing Education; B.S., M.S., Barry University
- LUNA, Eduardo; Professor of Mathematics; Chair, Mathematics and Computer Science; B.S., University of Havana; M.A., Ph.D., The Catholic University of America
- LUTFI, Nicholas; Assistant Professor of Anatomy; B.S., Boston University; M.S., D.P.M., Barry University
- MACE, David; Grounds & Support Services Manager, Facilities Management
- MACIÁ, Silvia M.; Assistant Professor of Biology; B.S., University of Miami; Ph.D., University of Miami Rosenstiel School of Marine and Atmospheric Sciences
- MACK, Philip S.; Director of Admission, School of Social Work; B.A., City University of New York; M.S.W., Columbia University
- MacDOWALL, Charlene; Instructor in Mathematics, Mathematics and Computer Science Department; B.A., M.S., Hunter College, City University of New York
- MacNAMARA, Alex; Maintenance Manager, Facilities Management; B.S., Barry University
- MacNAMARA, Caridad; Director, Corporate and Community Relations, Institutional Advancement; B.S., Barry University
- MAGUIRE, R.S.M., Sr. Anastasia; Director, Center for Counseling and Psychological Services; B.Ed., Queens University, Belfast; M.S.W., Barry University
- MAHER, Richard S.; Technical Manager, David Brinkley Studio
- MAJKA, Gene; Instructor in Nursing; B.S.N., M.S.N., DePaul University
- MANDERSON, Nigel; Associate Director, Financial Aid; B.B.A., Florida Atlantic University
- MAPP, Corey R., Systems Engineer, Division of Information Technology; B.S., Barry University
- MARIANO, Xilena P.; Information Systems Coordinator, Division of Enrollment Services; B.S., M.S., Barry University
- MARILL, Alicia C.; Assistant Professor of Theology; Director of D.Min. Program; B.A., Florida Atlantic University; M.A., Barry University; D.Min., Catholic Theological Union

- MARINAS, Carol; Associate Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University, Ph.D., Florida State University
- MARKMAN, Joanna; Assistant Professor of Law, B.S., Syracuse University; J.D., Syracuse University College of Law
- MARKOV, Lubomir P.; Assistant Professor of Mathematics; M.A., Sofia University, Bulgaria; M.A., Ph.D., University of South Florida
- MARSHALL, Troy; Systems Administrator, Division of Information Technology; B.S., Barry University
- MASON, Alan; Associate Professor of Music; B.M., M.M., Manhattan School of Music; D.M.A., University of Miami
- MASZTAL, Nancy B.; Professor of Education; B.A., Florida State University; M.Ed., Ph.D., University of Miami
- MAYBEE, Richard; Assistant Professor, Behavioral Sciences/Speech, School of Adult and Continuing Education; B.S., M.A., Central Michigan University; Ph.D., University of Nebraska
- MAZE, Claire; Director, Nursing Resource Center; Assistant Professor of Nursing; B.S.N., Florida Atlantic University; M.S.N., Ph.D., Barry University
- McBEE, Charles M.; Regional Director, West Dade/South Broward Counties, School of Adult and Continuing Education; B.S., M.S., Georgia State University
- McCRATH, Steven; Head Coach Men's Soccer; B.A., M.S., Seattle Pacific University
- McCULLOUGH, Alfred J.; Regional Director of Marketing, School of Adult and Continuing Education; B.B.A., Iowa College; M.B.A., New York University
- McCREADY, Christine D.; Executive Assistant to the Provost/Vice President for Academic Affairs; B.P.S., Barry University
- McCRINK, Carmen; Director, Higher Education Administration Program; Assistant Professor of Education; B.S., Florida International University; M.Ed., Ph.D., University of Miami
- McDONOUGH, Kevin; Alumni Communications Coordinator; B.A., University of Notre Dame; M.B.A., Barry University
- McDONOUGH, Mary Eileen; Associate Vice President for Student Services; Professor of Education; NCAA Faculty Athletics Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University
- McFADDEN, John; Assistant Professor of Anesthesiology; B.S.N., Gwynedd-Mercy College; M.S. in Health Care Administration, St. Joseph's University; M.S. in Nurse Anesthesia, St. Joseph's University
- McFARLANE, Suzane; Assistant Director, Intercultural Center, Student Services; B.S., Rutgers University
- McGEE, Robert W.; Professor of Accounting, B.S., Gannon University; M.S.T., DePaul University; J.D., Cleveland State University; Ph.D., University of Warwick; Ph.D., The Union Institute & Univeristy; D.Sc., Tartu University (Estonia); Ph.D., University of Bradford
- McGLONE, Jacqueline M.; Assistant Manager, Business Services; B.S., Eastern Michigan University; M.Ed., University of Arizona
- McKINLAY, Robert; Director of Project Development/Grantsman, School of Graduate Medical Sciences; B.S., Eastern Michigan University; M.P.S., College of Boca Raton
- McLAUGHLIN, Heidi; Assistant Dean for Marketing and Recruitment, School of Adult & Continuing Education; B.S., Fairfield University; M.B.A., D.B.A., Nova Southeastern University
- McMAHON HICKS, Connie; Assistant Professor of Communication; B.A., Macalester College
- McNALLY, Anne; Accounts Payable Assistant, Business and Finance Division
- McPHEE, Debra; Associate Dean for Academic Affairs, Associate Professor of Social Work; B.A., Saint Mary's University, Nova Scotia; M.S.W., Columbia University; Ph.D., University of Toronto
- McQUAY, Joseph; Executive Director, Communications; A.B., University of North Carolina at Chapel Hill; M.B.A., Barry University
- MEDINA-SHEPHERD, Rose; Assistant Professor of Nursing, B.S.N., Pace University; M.S.N., College of New Rochelle
- MELOUN, Jalane M.; Assistant Academic Coordinator for Administration, Miami, South Broward, Assistant Professor of Administration, School of Adult and Continuing Education; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Akron
- MENDEZ, Jesus; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin

- MENOCAL, Lydia M.; Assistant Director, Southeast Pastoral Institute (SEPI); B.A., Indiana University; M.S., Florida International University; M.A., Barry University; J.C.L., J.C.D., Doctoral Candidate, Catholic University of America
- MERCEA, Lena; Financial Analyst, Business and Finance Division; B.A., University of Chicago
- MERICLE, Helen; Assistant Director of Field Instruction; School of Social Work;
- MERRILL, Thomas J.; Professor of Surgery; B.S., Iowa State University, D.P.M., Dr. William Scholl College of Podiatric Medicine
- MICHELIN, Don; Sign Language Interpreter, Office of Disability Services, Student Services
- MIER, Constance M.; Associate Professor of Exercise Science; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MILLER, Neill L.; Assistant Dean, Human Performance and Leisure Sciences; Coordinator of Instructional Activities in Sport and Recreation; Associate Professor of Physical Education; B.A., University of Denver; M.S., Smith College
- MILLER, Patricia S.; Graduate Admissions Representative, Adrian Dominican School of Education; B.S., Pace University; M.B.A., Indiana University
- MITCHELL, Douglas; Director, Occupational Therapy Program; B.S., Eastern Michigan University; M.S., Wayne State University; Doctoral Candidate, Barry University
- MIRANDA, Marisol; Senior Financial Aid Counselor; B.P.S., M.S., Barry University
- MOKHA, Paul; Head Coach, Women's Crew; B.B.A., Temple University
- MOLINA, Olga; Assistant Professor, School of Social Work; B.A., Farleigh Dickinson University; M.S.W., New York University; D.S.W., Hunter College
- MONTAGUE, Deborah F.; Assistant Dean, School of Natural and Health Sciences; B.S., Syracuse University; M.B.A., Barry University
- MONTAGUE, Jeremy; Professor of Biology; B.S., STATE UNIVERSITY OF NEW YORK at Geneseo; M.S., Kent State University; Ph.D., Syracuse University
- MOORE, Keith L.; Director of Clinical Education, Physician Assistant Program; Assistant Professor of Medical Education; B.S., J.D., Physician Assistant Certificate, Indiana University
- MOOREHEAD, Theresa; Executive Director, Auxiliary Services; B.A., Barry College; M.B.A., Barry University
- MOO YOUNG, Sharon; Acting Director, Graphics/Printing; B.F.A., Barry University
- MORALES, Guillermo; Instructor of Mathematics; Mathematics and Computer Science Department; B.S., University of Havana; Ph.D., Cuban Academy of Sciences, Havana, Cuba
- MOREDA, Irene C.; Associate Professor of Social Work; B.A., University of South Florida; M.A.S.S.W., University of Chicago
- MORGAN, J. Dianne; Executive Assistant to the President; B.L.S., Barry University
- MORRELL, Stephen O.; Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORRIS, Alison; Personal Counselor, Center for Counseling and Psychological Services; B.S., Oxford Brooks University; M.S., Nova Southeastern University
- MORRISSEY, William P.; Senior, Reference Librarian, Library; B.A., University of Kansas; M.S.L.S., Florida State University
- MOSES, Justin; NT Systems & Messaging Administrator, Division of Information Technology; B.S., Barry University
- MUDD, Laura; Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida
- MULRY, IHM, Sister Loretta; Project Research Specialist, School of Adult and Continuing Education; A.B., Marywood College; M.S., Marquette University; Ed.D., Rutgers University
- MUNNINGS, Gala Brown; Director of Field Education, School of Social Work; B.A., Fisk University; M.S.W., Barry University
- MUNOZ, Gloria; Senior Processing Specialist, Division of Enrollment Services
- MURPHY, Ann S. Carneal.; Professor of Education; Director, Reading Program; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami
- MURPHY, Hugh; Assistant Professor of Theatre; B.A., M.A., Florida State University; Ph.D., The Ohio State University
- MUSCARELLA, Frank; Professor of Psychology and Director, Clinical Psychology Program; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville

- NANCE, Marcia K.; Vice Provost for University Marketing and Enrollment Services; B.S., Wayne State College, Nebraska; M.S., Kearney State College
- NELSON, John P.; Associate Dean of Clinics, School of Graduate Medical Sciences; Professor of Podiatric Medicine; B.A., Rutgers University; D.P.M., Ohio College of Podiatric Medicine
- NELSON, Dr. Katherine; Assistant Professor of Communication; B.A., Loyola University; M.A., Ph.D., Arizona State University
- NELSON, Terry; IT Support Supervisor, Business and Finance Division
- NEMBHARD, Merlene; Reference Librarian; B.S., Barry University; M.S., Florida State University; M.L.S., Florida State University
- NICHOLS, David; Head Coach, Women's Volleyball; B.A., University of California Los Angeles
- NICKERSON, Inge; Professor of Management; B.S., M.B.A., D.B.A., Louisiana Tech University
- NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami
- NOGUERAS, Debbie; Director of Marketing and Development, School of Nursing; B.S.N., M.S.N., Barry University; Doctoral Candidate, Barry University
- NOWNES, Nicholas L.; Assistant Professor of English, School of Adult and Continuing Education; B.A., California State University, Northridge; M.A., Ph.D., University of Nebraska
- NORRIS, Elizabeth; Employment Manager, Human Resources
- NUEHRING, Elane M.; Professor of Social Work; Director, Doctoral Program, School of Social Work; B.A., Gonzaga University; M.S.S.W., University of Wisconsin; Ph.D., Florida State University
- OATES, Rita; Director, Educational Computing and Technology, School of Education; B.S., University of Kansas; M.S., Ph.D., Indiana University
- O'BRIEN, Rev. Scott T., O.P.; Chaplain; D.Min., The Catholic Theological Union, Chicago; M.Div., Dominican School of Philosophy and Theology, Berkeley, CA; M.A., Graduate Theological Union, Berkeley
- O'CONNOR, Nancy; Director of Billing and Account Services, School of Graduate Medical Sciences
- O'DELL, Sr. Frances, O.S.F.; Reference Librarian; B.S., M.A., St. Bonaventure University; M.A., University of South Florida
- ODIO, Cesar T.; Instructor in Sport and Exercise Sciences/Head Athletic Trainer; B.S., Florida Southern College; M.S., Nova University
- O'DONNELL, O.P., Sister Marie Joannes; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America
- O'GRADY, Reverend John F; Professor Emeritus of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University
- O'LAUGHLIN, O.P., Sister Jeanne; Chancellor; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- O'LEARY, Kathleen; Assistant Professor of Marketing; B.A., Penn State University; M.B.A., Pace University; Ph.D., Florida Atlantic University
- OLSON, Eric D.; Academic Coordinator, Legal Studies; Assistant Professor of Legal Studies, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; J.D., University of Florida
- O'NEIL, Daniel; Technical Services Manager, Office of the Registrar; B.A., SUNY at Buffalo
- O'NEILL, Philip M.; Senior Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia University
- OPALINSKI, Andra; Assistant Professor of Nursing; B.S.N., Stamford University; M.S.N., University of Florida; Doctoral Candidate, University of Colorado
- ORDOUKHANI, Nasser; Associate Professor of Mathematics; M.A., Tehran University; M.A., Teacher's College; M.S. and Ph.D, North Carolina State University
- ORMAN, Richard; Academic Coordinator, Public Administration, Professor of Public Administration, School of Adult and Continuing Education; B.S., State University of New York; M.R.P., Ph.D., Syracuse University
- ORR, Edward; Associate Professor of Biomedical Science; B.S., Cleveland State University; Ph.D., University of California, Berkeley
- ORSHAW, Melissa; Career Counselor, Career Planning and Placement Center; B.A., University of Florida; M.S., University of Miami
- O'SHEA, Nina M.; System Administrator, Administrative Information Systems; B.P.S., M.S., Barry University

- PACKERT, Gerhild; Associate Professor of Biology; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PALOMINO, Judy; Director of Benefactor Administration; B.S., M.S., Barry University
- PAN, Victor; Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph. D., University of South Florida
- PANEQUE, Oneyda; Assistant Professor of Education; B.A., Northern Illinois University; M.A., University of Illinois; Ed.D., Florida International University
- PAPES, Kathleen A.; Associate Dean for Administrative Affairs, School of Nursing; Associate Professor of Nursing; B.S., Russell Sage College; M.A., Teachers College, Columbia University; Ed.S., Ed.D., Florida Atlantic University
- PAPIER, Paul J.L.; Executive Director for Teaching and Learning, Assistant Professor of Education; B.S., Florida State University; M.Ed., University of Miami; Ed.D., University of Sarasota
- PAPIER, Velma; 2+2 Coordinator, Assistant Professor of Education; B.Ed., University of Miami; M.S., Nova University
- PARKHURST, Doreen C.; Program Director and Medical Director, Physician Assistant Program; Assistant Professor of Medical Education; B.A., Stonehill College; P.A., Northeastern University; M.D., Boston University School of Medicine
- PARNS, MERRYLE; Assistant Professor of Nursing; B.S., University of Miami; M.S., Florida International University; M.S.N., Boston University
- PAYNE, Bruce C.; Professor of Finance; B.A., M.B.A., University of South Florida; Ph.D., Louisiana State University
- PEEVER, Adrian; Assistant Professor of English; B.A., University of Birmingham, England; M.A., Ph.D., University of Miami
- PELAEZ, Gloria Maria; Assistant Professor of Education/Director of ESOL; B.A., Pennsylvania State University; M.S., University of Miami; Ed.D., Florida Atlantic University
- PEMSINGH, Ramjeet; Associate Professor of Anatomy, School of Graduate Medical Sciences; B.Sc., University of Montreal, Canada; B.Ed., University of Toronto, Canada; M.Sc., University of Guelph, Canada; Ph.D., University of Alberta, Canada
- PERA, Sylvia; Academic Advisor/Recruiter, West Dade, School of Adult and Continuing Education; B.S., M.S., Barry University
- PEREZ, Fernando M.; Assistant Professor, Sociology and Criminology; B.S., M.S., Florida State University; Doctoral candidate, University of Miami
- PEREZ, Nancy; Director of Purchasing; B.L.S., Barry University
- PEREZ-VENERO, Daniele; Reference Librarian, Instructional Service Coordinator; B.A., Florida State University; M.L.S., San Jose State University
- PERKEL, Linda K.; Associate Dean for the Undergraduate Program, School of Nursing; Associate Professor of Nursing; B.S.N., University of Florida; M.S.N., University of Miami; Ph.D., Barry University
- PERKINS, Sam; 2+2 Coordinator, Assistant Professor of Education; B.S., North Georgia College; M.E., Mercer University; Ph.D., Georgia State University
- PEROUNE, Philip M.; Associate Director of Off-Site Programs, Admissions; B.P.S., M.S., Barry University
- PETERSON, Linda M.; Associate Vice President for Undergraduate Studies and Dean, School of Arts and Sciences; Professor of Psychology; B.S., University of Illinois; M.S., Ph.D., University of Miami
- PICHÉ, O.P., Sister Evelyn; Dean, School of Education; Professor of Education; B.A., Siena Heights College; M.A., Siena Heights College; Ph.D., Michigan State University
- PIERCE, Walter J.; Associate Professor of Social Work; B.A., Morehouse College; M.A., University of Chicago; Ph.D., Barry University
- PINEIRO, Carlos; Academic Advisor, School of Adult and Continuing Education; B.S., Mercy College; M.S., Long Island University
- PINKERTON-JOHNSON, Cynthia; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami
- PITA, Antonio; Assistant Professor of Information Technology; Assistant Academic Coordinator of Information Technology, South Dade; B.A., Florida International University; M.S., University of Miami
- PITTMAN, John C.; 2+2 Coordinator, Associate Professor of Education; B.S., Bethune-Cookman College; M.A., Fisk University; Ed.S., University of Florida; Ed.D., University of Miami
- POCZWARDOWSKI, Artur; Associate Professor of Sport and Exercise Sciences; M.S., University of Gdansk Poland; Ph.D., University of Utah
- POLK, Halimah; B.A., Harvard University; MA.Ed., Stanford University; Ph.D., Claremont Graduate University and San Diego State University

- POWELL, Toni; Professor Emerita of Education; B.S. Carnegie-Mellon University; M.S., Ph.D., Florida State University
- POWER, Valeria C.; Distance Librarian; B.A., Centro de Ensino Unificado de Brasilia; M.L.I.S., Louisiana State University
- POZA, Jose J.; Director of Marketing, Andreas School of Business; B.B.A., Florida International University; M.B.A., Barry University
- PRESSOIR, Jr., Clarens; Applications Developer, Division of Information Technology; B.B.A., Florida International University
- PROVITERA, Michael J.; Assistant Academic Coordinator for Administration, South Dade, Assistant Professor of Administration, School of Adult and Continuing Education; B.S., City University of New York; M.B.A., Saint John's University; D.B.A., Nova Southeastern University
- QUINN, Dennis; Associate Professor of English, School of Adult and Continuing Education; B.A., M.A., Ph.D., Bowling Green State University
- RAFALKO, Sharon; Instructor of Nursing; B.S.N., M.S.N., University of Maryland
- RAMIREZ, Jose; E-Commerce Specialist, Division of Information Technology; B.S., Barry University
- RAMOS, Keila; Union Office Coordinator, Student Services; B.S., University of Central Florida
- RAMOS, Tamica; Coordinator, Multicultural Affairs, Student Services; B.A., Brown University
- RAMLOW, Patricia; QIP Project Coordinator, Human Resources; B.S., Pontificia Universidad Catolic
- RANERO, Juan; Head Coach, Baseball; B.S., Florida State University; M.S., Appalachian State University
- RARICK, Charles; Professor of Management; B.S., College of Ozarks; B.S., New York State University; M.B.A., Drury College; Ph.D., St. Louis University
- RATZMANN, Rev. George; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Theology, St. Vincent De Paul Seminary; S.T.L., Ph.D., Katholieke Universiteit
- REATO, Deborah A.; Operations Manager, Office of the Registrar; B.S., Barry University
- REDWAY, Flona; Assistant Director of MARC and MIRT Program; Assistant Professor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England
- REDWAY, Glendon; Assistant Dean for Information Technology Administration; B.Sc., M.Phil., University of the West Indies
- REED, Jill Mitchell; Assistant Professor of English; B.S., Columbia University; M.A., State University of New York at Stony Brook; Doctoral Candidate, Florida International University
- REESOR, Allen R.; Assistant Professor of Theology; Director of MA and Ministerial Formation; B.S., Northwest Bible College; M.A., Church of God School of Theology; D.Min., Barry University
- REID-MACK, Leisha; Senior Admissions Counselor; B.A., St. John's University
- RENDULIC, Paul A.; Associate Professor of Education; B.S., M.B.A., State University of New York, Buffalo; Ph.D., Florida International University.
- RIAL, Yamirka C., Assistant Director, Financial Aid; B.S., Florida Atlantic University; M.S., Barry University
- RIBAUDO, Stefani C.; Development Research Coordinator, Institutional Advancement; B.A., State University of New York, Albany
- RICE, O.P., Sister Ellen Marie; Assistant to the Dean; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin
- RIOS, Giselle Elgarresta; Assistant Professor of Music; B.M., M.M., D.M.A., University of Miami
- RIPLEY, Hugh W.; Dean Emeritus, University Library; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University
- RIVEIRA, Joyce, Executive Director, Annual Fund; B.S., M.B.A., Barry University
- RIZZO, Patrice; Head Coach, Women's Golf
- ROBERT, Pascal; Director, Landon Student Union, Student Services; B.S., M.S., Barry University
- ROBERTS, Catherine; Assistant Professor in Education; B.A., College of New Rochelle; M.S., Barry University; Ph.D., Barry University
- ROBERTS, Sandra L.; Recruitment Liaison, School of Adult and Continuing Education; B.L.S., M.A., Barry University
- ROBINSON, Nicole; Financial Aid Counselor
- ROCKENSIES, Kenneth J., Dean of Students, Student Services; B.A., STATE UNIVERSITY OF NEW YORK at Stony Brook; M.S., University of Kentucky; Ed.D., University of Virginia
- ROCKWELL, Thomas; Associate Professor of Graphic Art; B.F.A., Cleveland Institute of Art; M.F.A., Florida Atlantic University

- RODRIGUEZ, Angel (Fred); Director, Accounting; B.B.A., University of Miami
- RODRIGUEZ, Diane; Assistant Professor of Education; B.A., Interamerican University; M.Ed., Ph.D., Fordham University
- RODRIGUEZ, Mabel; Assistant Director of Field Instruction, School of Social Work; B.S.W., Indiana University; M.S.W., Florida International University
- RODRIGUEZ, Rosa; Director, Operations/Budget, School of Adult and Continuing Education; B.L.S., Barry University
- ROIG, Dawn; Assistant Director of Public Safety
- ROJAS, Marga; Assistant Director, Billing and Data Processing, Student Account Services; B.S., Barry University
- ROKHFELD, Mark; Director, Math Lab; Instructor in Mathematics; B.S., M.S., Ternopol State Pedagogical Institute, Ukraine; A.B.D., Iv. Franko State University, L'vov
- ROMANO, David; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., West Chester University of Pennsylvania; M.S., Central Washington University; Ph.D., University of Kansas
- ROSEMAN, Fay; Assistant Professor of Education, Undergraduate Program Coordinator-Main Campus; B.S., Pace University; M.S.W., New York University; Ph.D., Barry University
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; Coordinator, Physical Education; B.S., Ed.D., University of Massachusetts; M.A., University of North Carolina
- ROSENBLATT, Andrea F.; Associate Professor of Education; B.Ed., M.Ed., Ed.D., University of Miami
- ROUDER, Leslie; Director, Office of Disability Services, Student Services; B.A., Stony Brook University; M.S.W., Barry University
- RUDES, James; Assistant Professor of Education; B.A., Hunter College; M.S.W., New York University; Ph.D., Nova University
- RUSH, Craig; Assistant Professor of Psychology; B.A., University of North Carolina, Wilmington; M.S., East Carolina University; Ph.D., University of Alabama.
- RUSHING, John; Assistant Dean for Academic Affairs, Assistant Professor of Administration, School of Adult and Continuing Education; B.A., University of Miami; M.B.A., D.B.A., Nova Southeastern University
- RYDER, Maritza; Assistant Dean for Operations and Support Services, School of Human Performance and Leisure Sciences; B.L.S., M.S., Barry University
- RYTTEKE, Sara; Assistant Professor of Photography; B.F.A., Arizona State University; M.F.A., University of Houston
- SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University
- SAMPOL, Esther; Coordinator, Developmental English; Instructor in English; B.S., Nova Southeastern University; M.A., Barry University
- SAMRA, Rise J.; Professor of Communication; B.A., Western Michigan University ; M.A., University of Michigan; Ph.D., University of Arizona
- SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University
- SANBORN, Allen F.; Professor of Biology; B.S., M.S., Ph.D., University of Illinois
- SANDERS, Edwina; Director, Collier and Lee Counties, School of Adult and Continuing Education; B.P.S., M.A., Barry University
- SATPATHY, Hara P.; Assistant Professor of Computer Science; B.S., M.S., Ph.D., Sambalpur University, India
- SAUSE, John P.; Professor of Theology; B.A., Iona College; M.A., Manhattan College; M.S., Biscayne College; Ph.D., Florida State University; M.J., Loyola University School of Law
- SAVERIMUTTU, Mahen; Assistant Professor of Communication; B.A., University of Peradeniya, Sri Lanka; M.S., Purdue University; Doctoral Candidate, Michigan State University
- SCARBOROUGH, Ellen; Assistant Dean for Student Affairs, School of Adult and Continuing Education; B.S., University of Virginia; M.S., Florida International University
- SCARBOROUGH, Jack; Dean, School of Business; Professor of Management; B.S., U.S. Coast Guard Academy; M.B.A., University of Hawaii; Ph.D., University of Maryland
- SCHANFIELD, Lillian; Professor of English; B.Ed., University of Miami; M.A., University of Montreal; M.B.A., Barry University; M.ST., University of Oxford; Ph.D., University of Miami

- SCHIAVO, Frank Louis; Associate Professor of Law, School of Law-Orlando; B.S., University of Pennsylvania; LL.M., New York University School of Law; J.D., Villanova University School of Law
- SCHINASI, Lee Dexter; Associate Clinical Professor of Law; B.A., J.D., University of Toledo
- SCHLICH, Alex F.; Campus Minister; B.A., University of Notre Dame
- SCHMITZBERGER, Theresa; Database Analyst, Administrative Information Systems
- SCHRAER, Steve; Distance Education Technologist, School of Education; B.A., University of Miami; M.A., Florida International University
- SCHWARTZBERG, Cori; Instructor in English; B.A., M.A., University of Miami
- SCOTT, Angela M.; Assistant Vice Provost for Enrollment Services, Division of Enrollment Services; B.S., M.S., Barry University
- SCOTT, Sister Arlene, O.P.; Assistant Vice President for Mission and Ministry; B.A., University of Florida; M.A., Loyola University of Chicago
- SCOTT, James C.; Assistant Director/Counselor, Center for Counseling and Psychological Services; B.A., Seton Hall University; M.S., Psy.D. Nova Southeastern University
- SCOTT, Jeanne; Retail Manager, Dining Services
- SCOTT, Phyllis F.; Assistant Professor of Social Work; B.A., Florida Atlantic University; M.S.W., Barry University; Ph.D., Barry University
- SCULLY, Robert E.; Academic Coordinator of Administration, Associate Professor of Organizational Behavior, School of Adult and Continuing Education; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University
- SEAGA, Andrew; Assistant Director Web Services; B.A., Barry University
- SEEPERSAUD, Deborah; Manager, Training Services, Division of Information Technology; B.S., M.S., Barry University
- SEEPERSAUD, Winston; Assistant Manager for Trades, Facilities Management; B.S., University of the West Indies; M.S. University of Manchester U. K.; Class "A" Air Conditioning Licensed Contractor
- SEGAMI, Carlos; Professor of Mathematics and Computer Science; Assistant Chair, Math and Computer Science; B.S., Universidad Nacional de Ingenieria, Lima, Peru; M.A., University of Kansas; Ph.D., University of North Carolina
- SESODIA, Sanjay; Associate Professor of Anatomy (Neurophysiology); B.Sc., University of Newcastle-upon-Tyne, England; M.Sc., Royal Postgraduate Medical School, University of London, England; Ph.D., University of Newcastle-upon-Tyne, England
- SEUBERT, Diane; Program Coordinator; Annual Fund, Institutional Advancement
- SEVERINO, Thomas Paul; Assistant Vice President for Development and Major Gifts; B.S., M.S., Iona College, New York; M.A., University of Notre Dame
- SHAPIRO, B. Sue; Associate Professor of Sport and Exercise Sciences; B.S., West Virginia University; M.S., Ed.D., University of Virginia
- SHARLAND, Alex P.; Associate Professor of Marketing; B.S., University of Stirling; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Florida State University
- SHARP, Joseph; Regional Director of Marketing, School of Adult and Continuing Education; B.S., Northeast Louisiana University; M.B.A., Indiana Wesleyan University
- SHAW, Graham; Associate Professor of Biochemistry; Ph.D., Aston University, England
- SHIELD, O.P., Sister Judith; Associate Professor Emerita of Economics; Ph.B., Siena Heights College; M.A., The Catholic University of America
- SHINE, Agnes; Associate Professor of Psychology and Director, School Psychology Program; B.A., M.A., STATE UNIVERSITY OF NEW YORK at Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University
- SIAS, Elizabeth A.; Director of Career Services and Alumni Relations, Andreas School of Business; B.S., Ricker College/Unity College; B.A., University of Maine; M.Ed., Arizona State University
- SICCONE, Robert F.; Assistant to the President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., M.S. in Education; Iona College
- SIEGEL, Michael; Associate Academic Dean, Associate Professor of Microbiology, School of Graduate Medical Sciences; B.S., Cornell University; Ph.D., University of Florida
- SIENA, O.P., Sister Marie; Professor Emerita of Education; B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University
- SIERRALTA, Pierre; Retail Manager, Dining Services
- SILY, Andressa; Senior Web & Graphic Designer; B.A., Universidade Federal do Espirito Santo

- SILY, Michel; Director, University Web Services and Internet Marketing, Division of Information Technology; B.S., Barry University
- SILVER, Barbara; Instructor, School of Education; B.S., M.Ed., University of Miami
- SIMPSON, Andrew R., PC Support Specialist, Division of Information Technology
- SIMPSON, Traci A.; Assistant Vice President for University Administrative Data, Administrative Information Systems; B.S., M.S., Barry University
- SIMPSON-WOOD, Taylor; Assistant Professor of Law; B.A., DePaul University, M.F.A., Florida State University, J.D., LL.M., Tulane University School of Law
- SINGH, Jai N.; Associate Professor of Mathematics; B.S., M.S., Patna University, India; Ph.D., Bihar University, India
- SINGLETON, Sharron M.; Director, B.S.W. Program, Associate Professor of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howard University
- SIRIMANGKALA, Pawena; Director, Honors Program; Associate Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SMITH, Allen; Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, E. Timothy; Professor of History; Chair, History and Political Science; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITH, Brian Keith; Assistant Sports Information Director; B.S., Mississippi College
- SMITH, Mark; Instructor, School of Social Work; B.A., University of South Carolina-Spartanburg; M.S.W., San Francisco State University
- SOHER, Sister Mary P., O.P., Coordinator, Corporate and Community Relations; B.A., Trinity University
- SODANO, Carol-Rae; Dean, School of Adult and Continuing Education; B.A., Marymount College; M.A., Fordham University; M.A., LaSalle University; Ed.D., Widener University
- SORIANO, Lacne; Research Analyst; B.S., Barry University
- SOTO, Luis D.; Coordinator of Processing and Distribution Center, Division of Enrollment Services; B.S., Barry University
- SOTO, Miriam; Senior Database Analyst, Administrative Information Systems
- SOTO, Monica; Director of Conference and Event Services; B.L.S., Barry University
- SOTO, Randy; Financial Aid Counselor
- SOUTHERLAND, Charles C., Jr.; Professor of Podiatric Medicine; B.S., Brigham Young University; D.P.M., California College of Podiatric Medicine
- SPALDING, Claudette; Associate Dean for the Graduate Programs, School of Nursing; Associate Professor of Nursing; B.S.N., University of Miami; M.S.N., Ph.D., Barry University
- SPRAGUE-DAMON, Gerri; Director, West Palm Beach Program, School of Social Work; B.A., Marist College; M.S.W., Barry University
- STALLIONS, Maria; Executive Director, Outreach and Grants, Assistant Professor of Education; B.S., M.S., Ph.D., Barry University
- STARRATT, Christopher; Associate Dean and Associate Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- STECHSCHULTE, O.P., Sister Agnes Louise; Professor Emerita of Biology; B.S., Siena Heights College; M.S., University of Detroit; Ph.D., The Catholic University of America
- STEFANO, Michelle A.; Coordinator, TLC/Compass Programs; Instructor in English, Learning Center; B.A., Florida International University; M.S., Barry University
- STEFFEY, Christine, Undergraduate Student Counselor, School of Nursing; B.S.N., University of Maryland; M.S.N., Florida International University
- STOBS, James; Head Coach Men's Golf; B.A., Florida Atlantic University
- STRUGANOVA, Irina; Associate Professor of Chemistry and Physics; B.S., Ph.D., Moscow State University
- SUAREZ, Joanne M., Director, ACE Technology Services; B.L.S., M.S., Barry University
- SUAREZ, S.J., Reverend Pedro; Professor of Mathematics; B.A., Fordham University; M.S., University of Miami; M.Div., Loyola University of Chicago; M.S., Ph.D., Northwestern University
- SULLIVAN, Rodney; Director of Operations, School of Social Work; B.A., Indiana University; Master of Landscape Architecture, Ball State University
- SULLIVAN, Suzette M.; Staff Writer, University Marketing and Advertising

- SUNSHINE, Edward R.; Associate Professor of Theology; B.A., M.A., Loyola University of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUPERFISKY, Sister Phyllis, O.S.F.; Assistant to the Dean, School of Education; Coordinator, Catholic Educational Leadership Program; Associate Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College
- SUPRAN, Ellen; Assistant Professor of Education; B.Ed., University of Miami; M.Ed., University of Nebraska; Ed.S., Nova University
- SUTTON, Douglas; Assistant Professor of Nursing, B.S., University of the State of New York, Albany; M.N., University of Florida; M.P.A., Troy State University; Ed.D., Florida International University
- SWAN, Margot; Assistant Director, Accounting; B.A., B.S., Barry University
- SWANER, Ann; Academic Coordinator of Theology; Associate Professor of Theology, School of Adult and Continuing Education; B.A., University of Toronto; Ph.D., Univ. of Iowa
- SZUCHMAN, Lenore T.; Professor of Psychology and Chair, Psychology Department; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida Int'l University
- TALCOTT, Stanley M.; Professor of Law, School of Law-Orlando; B.S., University of Nebraska; J.D., University of Nebraska School of Law
- TANG, Jieying; Information Systems Coordinator, Division of Enrollment Services; B.S., Florida International University
- TANG, Jihong; Distance Education Technologist, School of Education; B.S., Hangzhou University; M.S., Nova University
- TATE-BLAKE, Carmeta; Instructional Designer-Distance Education; B.A., University of the West Indies; M.S., Ed.D., Florida International University
- TEJEDA, Manuel J.; Associate Professor of Management, A.B., M.S.Ed., Ph.D., University of Miami
- TENG, K. L. Joe; Assistant Professor of Management Information Systems; B.A., B.S.E.E., Southern Illinois University; M.B.A., Arkansas State University; Ph.D., University of Memphis.
- TESTA, Ronald J.; Academic Coordinator, Behavioral Sciences and Social Work; Associate Professor of Behavioral Sciences and Social Work, School of Adult and Continuing Education; B.A., University of Connecticut; M.A., Ph.D., University of South Florida
- THOMPSON, Fred G. Jr.; Manager, Mail Center, Business and Finance Division; B.B.A., University of Texas; M.B.A., Barry University
- THOMPSON, Sonja Archer; Programmer/Analyst, Administrative Information Systems; B.S., Barry University; M.S., Florida International University
- THURSTON, Maxine A.; Associate Professor of Social Work; B.S., Indiana University; M.S.W., Florida State University; Ph.D., Florida State University
- TIETIG, Lisa; Assistant Professor of Law; B.S., J.D., Florida State University
- TISDALE, PATRICIA; Electronic Communication Specialist, University Relations; B.A., State University of New York, Oneonta
- TOOTLE, Alvin Eugene; Associate Professor of Education; B.A., M.S., Troy State University; Ed.D., Auburn University
- TOYOS, Alexander M., Client Management Administrator and PC Support Specialist, Division of Information Technology
- TROPP, Stephen; Assistant Professor of Law; B.A., University of California; J.D., Pacific University McGeorge School of Law
- TULLOSS, Ijya C.; Associate Professor of Education; Program Director, Montessori Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University
- TULLY, Gregory; Associate Professor of Social Work; B.A., New York University; M.S.W., Hunter College of the City University of New York; Ph.D., New York University
- TUREEN, Richard M.; Assistant Professor of Counseling; B.B.A., University of Miami; MEd., St. Louis University; Ph.D., Nova University
- TURNER, Valerie; Senior Web Editor, Division of Information Technology; B.A., Douglass College, Rutgers University; M.Phil., Drew University
- TURPIN, Kathy J.; Associate Director of Athletics; B.S., University of Missouri - Columbia; M.S., Western Illinois University
- TYLER, Michael; Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida Int'l University

- ULLOA, Freddy E.; Associate Vice President for Facilities Management; B.S., Barry University; M.B.A., Barry University
- VACCARO, Andrew; Web Writer, Academic Publications, Advertising & Marketing; B.A. Barry University
- VALDES, Barbara; Coordinator, Writing Center and Reading Lab; Instructor of English; B.A., Florida International University; M.S., Nova Southeastern University
- VALENTI, Anthony; Assistant Director, Library Public Services; B.A., University of Connecticut; M.L.S., University of South Florida
- VAN De BROECK, Millicent; Training Specialist, School of Adult and Continuing Education;
- VAN VOORHIS, Peggy; 2+2 Coordinator, Assistant Professor of Education; B.S., M.S., University of Wisconsin
- VANEGAS, Mercedes; Financial Grants Manager, Business and Finance Division; B.A., University of Miami
- VASQUEZ, Damaris, Director, Intercultural Center, Student Services; B.A., Rhode Island College; M.S., University of Rhode Island
- VEGA, Leticia; Assistant Professor of Biology; B.S., Florida International University; Ph.D., Massachusetts Institute of Technology
- VELEZ, Andreas; Coordinator of Inquiry Development Strategy
- VELIS, Evelio; Assistant Professor of Health Services Administration; M.D., University of Havana, Cuba; M.S., Barry University
- VENET, Kenneth S.; Assistant Director, Library Reference Services; B.A., Northeastern University; M.L.S., Southern Connecticut State University
- VERLANGIERI, Erick Jaeger; Assistant Director of Network and Information System Services, Division of Information Technology; B.S., M.B.A., Barry University
- VILLEMURE, O.P., Sister Paul James; Professor of Mathematics; B.S., Siena Heights College; Ph.D., University of Notre Dame
- VIZCAINO, Reverend Mario B.; Director, South East Pastoral Institute; B.A., S.T.L., Gregorian University; M.A., The Catholic University of America
- VOGEL, Denis E.; Chair, Department of Communications; Professor of Communications; B.A., Wayne State University; M.A., Central Michigan University; Ph.D., Florida State University
- VOUTSINAS, Mickie; Technology Support and Web Page Developer, School of Human Performance and Leisure Sciences; B.S., Barry University
- WAHAB, Abena; Senior Research Analyst; B.S., Morgan State University; M.S., Loyola College
- WALLNER, Tony S.; Professor of Chemistry; Chair, Physical Sciences; B.S., University of Wisconsin; M.S., University of Michigan; Ph.D., Case Western Reserve University
- WALSH, Sandra; Professor of Nursing; B.S.N., Duke University; M.A.Ed., Wake Forest University; M.S.N., East Carolina University; Ph.D., University of South Carolina
- WARNER, Joyce; Assistant Professor of Education; B.A., Syracuse University; M.S., Monmouth University; Ed.D., University of Pennsylvania
- WEBER, Scott; Associate Professor of Photography; B.F.A., M.F.A., San Francisco Art Institute
- WEDIG, O.P., Rev. Mark E.; Associate Professor of Theology; Chair, Theology and Philosophy; B.A., Southern Methodist University; M.Div., M.A., Graduate Theological Union; Ph.D., The Catholic University of America
- WEIGAND, Kathy A.; Regional Director, Palm Beach/North Broward Counties, School of Adult and Continuing Education in Boynton Beach; B.L.S., Barry University; M.Ed., Florida Atlantic University
- WEINER, Marc A.; Director of Admissions and Marketing, School of Graduate Medical Sciences; B.S., J.D., University of Miami
- WEISS, Kyllene Carter; Head Coach, Women's Soccer; B.S., M.S., Barry University
- WEITMAN, Catheryn J.; Professor of Education; B.S., University of Missouri; M.Ed., University of Guam; Ph.D., Texas A&M University
- WEYMAN, Debra D.; Dean, Academic Records and University Registrar; B.S., M.S., Barry University
- WHALL, Sr. Mildred, S.H.C.J.; Associate for Administration, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Religious Education, Seattle University; M.A. in Educational Psychology, New York University
- WHEELER, Donald; Director Grant Programs; A.A., Miami-Dade Community College; B.A., University of Florida; M.P.I.A., University of Pittsburgh
- WHELLEY, Joanne; Associate Professor, School of Social Work; B.A., M.S.W., Catholic University of America; Ph.D., Fordham University

- WHITEMAN, Alan S.; Associate Professor and Program Director, Health Services Administration; B.A., Michigan State University; M.B.A., Wayne State University; Ph.D., Walden University
- WHITTAKER, Madeleine G.; Senior Director of Records and Transcript Evaluation; B.S., Chestnut Hill College; M.Ed., STATE UNIVERSITY OF NEW YORK at Buffalo
- WHITTAKER, Madeline K.; Graphic Designer, University Marketing and Advertising; B.A., St. Thomas University
- WHORF, Robert; Associate Professor of Law; B.A., Brown University; J.D., Syracuse University College of Law
- WICKER, John; Director of Music/Campus Ministry; B.A., University of Miami
- WIGGENHORN, Joan; Assistant Professor of Finance, ; B.A., University of Dayton; M.A., M.B.A., Ph.D., Florida Atlantic University
- WILCOX, Joel; Associate Professor of Philosophy; B.A., University of California; M.A., John Hopkins University; Ph.D., University of Minnesota
- WILKINSON, Richard C., Associate Director of Admissions, B.A., University of South Florida; M.A., George Washington University
- WINTER, Gregory S.; Assistant Professor of Management; B.S.B.A., University of Florida; M.B.A., University of Pennsylvania; Ph.D., University of Illinois
- WOLMAN, Clara; Associate Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota
- WONG, Roman M.; Assistant Professor of Management Information Systems; Honours Diploma, Lingnan College of Hong Kong; M.B.A., University of North Carolina at Charlotte; Ph.D., Southern Illinois University
- WORKMAN, Gayle; Associate Dean, School of Human Performance and Leisure Sciences; Associate Professor of Sport & Exercise Sciences; B.S., Bowling Green State University; M.S., Slippery Rock University; Ph.D., The Ohio State University
- WORLEY, Mary Rode; Studio Manager/Production Coordinator, David Brinkley Studio; A.A., A.S., Miami-Dade Community College; B.A., Barry University
- YAZBECK, Sal; Assistant Academic Coordinator for Information Technology, Broward and Palm Beach; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; M.B.A., Ph.D., Nova Southeastern University
- YEATTS, Karol; Associate Professor, B.A., Florida Atlantic University; M.Ed., North Texas State University; Ed.D., Nova Southeastern University
- YOUNG, Dianne; Director, Treasure Coast, School of Adult and Continuing Education; B.S., Northern Illinois University; M.B.A., DePaul University
- YOUNG, Stanley; Director of Security; B.P.A., M.S., Barry University
- ZAROWNY, Jo Anne; Coordinator, Volunteer Center, Student Services; B.A., University of Houston
- ZAVODSKA, Anita; Academic Coordinator, Natural Sciences and Mathematics; Assistant Professor of Environmental Sciences, School of Adult and Continuing Education; B.S., Florida International University; M.A., University of Illinois; Ph.D., University of Arizona
- ZUCCO, Linda; Director, Palm Beach Gardens, School of Adult and Continuing Education; B.L.S., Barry Univeristy
- ZUNIGA, Alicia; Associate Professor of Biology; Director, B.S. in Biology / MLS Program, Histotechnology Track; B.S., Catholic University of Chile; M.S., Florida International University; Ph.D., Nova University
- ZUNIGA-GALINDO, Wilson; Assistant Professor of Computer Science and Mathematics; B.S., National University of Colombia; B.S., Francisco Jose De Caldas University (Colombia); M.S., University of Los Andes (Colombia); D.S., Institute of Pure and Applied Mathematics (Brazil)

INDEX

Academic Calendar	3	Buildings and Facilities	9
Academic Dishonesty	56	Business, Andreas School of	175
Academic Information	39	Business Minor	179
Academic Resources	58	Campus Interchange Program	49
Accounting, B.S.	177	Campus Recreation and Wellness Department	201
Accreditation and Memberships	6	Campus Store	28
Address, University Telephone	2	Cardiovascular Perfusion, B.S.	247
Administration and Faculty	282	Career Center	18
Administrative Organization	274	CAL Program	60
Admissions	11	Ceramics, B.A.	115
Adult and Continuing Education (ACE)	69	Change of Major or School	43
Advanced Placement	14	Change of Status	15
Advertising (B.A.)	94	Chemistry, B.S.	151
Advertising Minor	95	Civic Chorale	29
Advisors	39	Class Adjustments	40
Africana Studies	110	Class Load	43
Allied Health Professions	233	CLEP	14
Alumni Association	29	Clubs and Organizations	25
Americans with Disabilities Act	255	Coaching Endorsement	197
Appeal of Grades	53	Coaching Staff	200
Archives	9	Communication Studies, B.A.	97
Art, B.F.A., B.A.	114	Communication Studies Minor	97
Art Minor	116	Communication, Department of	94
Art History Minor	116	Community College Articulation Agreements	14
Articulation Agreements	14	Computer Science, B.S.	144
Arts and Sciences, School of	88	Computer Science Minor	146
Athletic Grants	37	Computing Services	65
Athletic Training, B.S.	203	Contents, Table of	4
Athletic Training, Five Year B.S. to M.S.	204	Continuing Education Programs (NC)	79
Athletics, Intercollegiate	199	Counseling Services	18
Attendance	40	Credit/No Credit	45
Bachelor of Liberal Studies (B.L.S.)	71	Criminology, B.S.	164
Bachelor of Professional Studies (B.P.S.)	70	Criminology, Minor	164
Bachelor of Public Administration (B.P.A.)	73	Cytotechnology, B.S.	233
Bachelor of Science in Legal Studies (B.S.L.S.)	76	Dance Minor	129
Barry Singers and Civic Chorale	29	Dean of Students	18
BEC Program (Barry Early Credit)	62	Dean's List	46
Biology, B.S. (Professional Pre-Med Specialization)	234	Declaration of Major	43
Biology, B.S. (Non-Medical Specialization)	237	Degrees and Majors, Graduate	51
Biology, Biotechnology Specialization	236	Degrees and Majors, Undergraduate	42
Biology, Ecological Studies Specialization	236	Departmental Proficiency Examination	43
Biology, Evening Program	244	Desktop Computing Services	65
Biology, Histotechnology Specialization	245	Diagnostic Medical Ultrasound Technology, B.S. ..	233
Biology for the Medical Laboratory Technician	244	Digital Imaging Option	119
Biology, Marine	237	Disability Services	20
Biology Minors	239	Discounts	31
Biomedical Science Post-Baccalaureate	250	Dismissal	32
Board of Trustees	273	Distribution Requirements	41
Brinkley, David (Studio)	66	Diving Education Minor	220
Broadcast Communication, B.A.	96	Drawing Specialization, B.A., B.F.A.	114
Broadcast Communication Minor	96	Early Admission	12
		Ecological Studies (Biology)	236

Economics, B.S.	177	History and Political Science, Department of	132
Economics Minor	179	History of the University	8
Education, School of	187	Home Schooled Students	12
Elementary Education, B.S.	187	Honor Societies	27
ELS Language Centers	16	Honors Program	62
Employment, Student	34	Human Performance and Leisure Sciences, School of	197
English and Foreign Languages, Department of	102	Humanities	111
English as a Second Language	191	Information Technology (ACE)	74
English/Literature, B.A.	102	Information Technology, Division of	65
English/Professional Writing, B.A.	103	Information Technology Infrastructure Services	68
Environmental Science, B.S.	238	Instructional Activities, Sport and Recreation	231
Environmental Studies, B.A.	165	Instructional Computing	66
Exceptional Student Education, B.S.	187	Intercollegiate Athletics, Department of	199
Exercise Science, B.S.	209	Intercultural Center, O’Laughlin	21
Exercise Science, Five Year B.S. to M.S.	211	International Business, B.S.	178
Exercise Science Minor	211	International Students, Admissions	15
Exhibits and Recitals	29	International Student Services	22
Expected Educational Results	41	International Studies, B.A.	136
Expenses	30	Italian	112
Faculty and Staff	282	Journalism Minor	97, 112
Family Educational Rights and Privacy Act	9	Leadership Development	23
Fees	30	Learning Center	58
Film Studies	111	Legal Studies Program	76
Finance, B.S.	176	Liberal Studies, Adult and Continuing Education	71
Financial Aid, Eligibility and Application	34	Library Services	67
Financial Aid Grants, Loans, Scholarships	35	Loans, Student	35
Financial Aid, Federal	35	Majors, Change of	43
Financial Aid, State	35	Management, B.S.	178
Financial Aid, Veterans Assistance	38	Management Information Systems, B.S.	178
Fine Arts, Department of	114	Marine Biology	237
Food Service	28	Marketing, B.S.	178
French, B.A.	106	Marketing Minor	180
Freshman Students	12	Mathematics and Computer Science, Department of	139
General Knowledge Test (GKT)	58	Mathematical Sciences, B.S.	139
General Studies, B.A.	93	Mathematics Minor	141
Geography	137	Medical Laboratory Science, Biology, B.S.	244
Good Standing, Probation, Suspension	45	Medical Leave Policy	54
Gordon Rule	44	Medical Technology, B.S.	233
Grade Appeal	53	Mission and Ministry, Office of	28
Grade Reports	40	Mission Statement	7
Grading System	44	Music, B.M.	123
Graduate Credit for Qualified Seniors	51	Music Minor	124
Graduation Rate Data	9	Natural and Health Sciences, School of	232
Graduate Degrees and Majors	51	Non-Degree Students	14
Graduation Requirements	41	Nuclear Medicine Technology, B.S.	233
Graduating with Honors	46	Nursing, School of	252
Grants	35	Nursing, Accelerated Option, B.S.N.	258
Greek Life	25	Nursing, Basic Option, B.S.N.	257
Grievance and Appeals	53	Nursing, L.P.N. to B.S.N. Option	258
Guest Students	14	Nursing, R.N. to B.S.N. Option	258
Health Center, University	24	Nursing, R.N./B.S. to M.S.N. Bridge Option	260
Health Insurance	30	Nursing, Two-Year Option, B.S.N.	258
Health Services Administration Program (ACE)	73	Nursing, Three-Year Option	258
Histotechnology Specialization	245		
History, B.A.	132		

Occupational Therapy	250	Repeat Courses	46
Off-Campus Locations, Adult and Continuing Education	77	Request to Register at Another Institution	46
O'Laughlin Intercultural Center	22	Residential Life	24
Orientation, New Students	22	Right To Know, Students	8
Orientation Course Description	23	Room and Board	30
Painting and Drawing	115	ROTC	47
Peace Studies	137	Scholarships	36
Philosophy, B.A.	171	Second Bachelor's Degrees	50
Philosophy, Minor	171	Servicemember's Opportunity College	78
Photography, B.F.A., B.A.	119	Sexual Harassment	55
Photography Minor	121	Social Science Minor	137
Photography Certificate	121	Social Work, B.S.W.	265
Physical Education, B.S.	213	Sociology and Criminology, Department of	161
Physical Sciences, Department of	151	Sociology, B.S.	161
Physics	154	Sociology Minor	162
Placement Testing	14	Spanish, B.A.	108
Policies and Procedures	53	Spanish Minor	108
Political Science, B.S.	134	Speech	101
Pre-Dental, Biology	234	Sport and Recreation, Instructional Activities in	230
Pre-Dental, Chemistry	152	Sport and Exercise Sciences, Department of	202
Pre-Engineering	149	Sport Management, B.S.	217
PreK-Primary Education, B.S.	187	Sport Management-Diving Industry Specialization	218
Pre-Law, B.A.	136	Sport Management-Golf Industry Specialization ...	220
Pre-Medical, Biology	234	Sport Management, Five Year, B.S. to M.S.	222
Pre-Medical, Chemistry	152	Sports Activities	27
Pre-Medicine, Athletic Training	204	Student Accounts	32
Pre-Medicine, Exercise Science	211	Student Government Association	25
Pre-Optometry	234	Student Life	18
Pre-Pharmacy, Biology	234	Student Organizations	25
Pre-Pharmacy, Chemistry	152	Student Right to Know Act	8
Pre-Physical Therapy, Biology	238	Student Services	18
Pre-Physical Therapy, Athletic Training	204	Student Teaching Requirements	190
Pre-Physical Therapy, Exercise Science	211	Study Abroad	64
Pre-Physician Assistant (Biology)	238	Substance Abuse	55
Pre-Podiatry	237	Summer Sessions	40
Pre-Veterinary, Biology	235	Suspension	46
Pre-Veterinary, Chemistry	152	Teaching Endorsement (P.E.)	214
President's List	46	Theatre, B.F.A, B.A.	127
Probation	45	Theatre Minor	129
Professional Administration, B.S.	77	Theatre Presentations	29
Professional Studies, B.P.S.	70	Theology and Philosophy, Department of	167
Professional Writing/English, B.A.	103	Theology, B.A.	167
Psychology, B.S., Department of	156	Theology Minor	167
Psychology, B.S. Industrial/Organizational Specialization	157	TOEFL	16
Psychology Minor	157	Transcript Requests	47
Public Administration, Adult and Continuing Education	72	Transfer Credit Policies	13
Publications	29	Transition in Language and Culture Program	61
Public Relations, B.A.	97	Translation, Interpretation, Spanish Certificate	109
Public Relations Minor	98	Trustees	273
Readmission and Change of Status	15	Tuition and Fees	30
Recreation and Wellness, Campus Department of ..	201	Tuition Discounts	30
Refund Policy	33	Tuition Payment Plan	31
		Veterans	38
		Withdrawal	32
		Women's Studies	159