

BARRY UNIVERSITY



2008-2009 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

2008-2009

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

*SUMMER 2008

StART I

Tuesday-Wednesday, June 24-25

StART II

Friday-Saturday, June 27-28

*FALL 2008

Orientation New Faculty/Staff

Monday, August 18

Assembly

Tuesday, August 19

Professional Development Sessions New Faculty/Staff

Tuesday, August 19

StART III

Friday, August 22

New Student Investiture

Friday, August 22

New Student Orientation

Friday-Sunday, August 22-24

Registration

Thursday, August 21 (Transfer Students)

Friday, August 22 (First-Year Students)

Classes Begin

Monday, August 25

Labor Day

Monday, September 1

Fall Holiday

Friday, October 10

Thanksgiving Holiday

Thursday-Sunday, November 27-30

Classes End

Friday, December 5

Final Exams

Monday-Friday, December 8-12

Commencement

Saturday, December 13

*SPRING 2009

Registration

Thursday-Friday, January 8-9

Spring StART

Friday, January 8

Classes Begin

Monday, January 12

Martin L. King Holiday

Monday, January 19

Spring Break

Monday-Friday, March 2-8

Easter Holiday

Thursday-Sunday, April 9-12

Classes End

Friday, May 1

Final Exams

Monday-Friday, May 4-8

Commencement

Saturday, May 9

*SUMMER I 2009

Classes Begin

Monday, May 11

Classes End

Friday, June 19

*SUMMER II 2009

Classes Begin

Monday, June 22

Classes End

Friday, July 31

School of Adult and Continuing Education (ACE)

FALL SEMESTER, 2008

Session A

August 11 – October 6

Session B

October 11 – December 13

SPRING SEMESTER, 2009

Session A

January 7 – March 4

Session B

March 7 – May 8

TABLE OF CONTENTS

Academic Calendar.....	3
Accreditation.....	6
Mission Statement.....	7
General Information.....	8
Buildings and Facilities.....	9
Admissions.....	11
International Applicants.....	15
Student Life, Division of Student Affairs.....	18
Dean of Students.....	18
Career Services.....	18
Center for Counseling and Psychological Services.....	19
Commuter Student Affairs.....	19
Disability Services.....	19
Intercultural Center.....	22
Leadership & Transition Services.....	23
Residential Life.....	24
Student Health Services.....	24
Student Activities.....	25
Volunteer and Community Service Center.....	29
Tuition, Fees, and Financial Aid.....	32
Academic Information.....	42
Policies and Procedures.....	56
Academic Resources.....	60
Learning Center.....	60
CAL Program.....	62
Transition in Language and Culture Program.....	63
Honors Program.....	64
Study Abroad.....	66
Division of Information Technology.....	67
Center for Excellence in Learning and Teaching.....	67
David Brinkley Studio.....	68
School of Adult and Continuing Education	71
Bachelor of Liberal Studies, B.L.S.....	73
Bachelor of Professional Studies, B.P.S.....	74
Bachelor of Public Administration, B.P.A.....	75
Bachelor of Science in Administration, B.S.....	75
Health Services Administration, B.S.....	76
Bachelor of Science in Information Technology, B.S.....	76
Bachelor of Science in Legal Studies, B.S.....	77
College of Arts and Sciences	90
General Studies, B.A.....	95
Department of Biology.....	96
Biology, B.S.....	96
Major: Professional (Pre-Medical, Pre-Optometry, Pre-Dental, Pre-Pharmacy, Pre-Podiatry, Pre-Veterinary Specializations).....	97
3-Year Accelerated Option.....	98
Biotechnology Specialization.....	98
Marine Biology Specialization.....	99
Major: Non-Medical Specialization.....	99
Pre-Physical Therapy Specialization.....	99
Pre-Physician Assistant Specialization.....	100
Biology Minors.....	100
Department of Communication.....	104
Advertising, B.A.....	104
International Advertising Specialization.....	105
Advertising Minor.....	105

Broadcast Communication, B.A.....	105
Broadcast Communication Minor.....	105
Communication Studies, B.A.....	106
Communication Studies Minor.....	106
Public Relations, B.A.....	107
Public Relations Minor.....	107
Non-Degree Program	
Speech.....	110
Department of English and Foreign Languages.....	112
English, B.A.....	112
Literature.....	112
Professional Writing.....	113
Spanish, B.A.....	116
Language and Literature Specialization.....	116
Translation and Interpretation Specialization.....	117
Spanish Minor.....	117
Certificate Program Translation/ Interpretation.....	117
French Minor.....	119
Non-Degree Programs	
American Sign Language.....	120
Africana Studies.....	120
Film Studies.....	121
Humanities.....	121
Italian.....	122
Journalism.....	122
Department of Fine Arts.....	124
Art, B.F.A., B.A.....	124
Painting and/or Drawing Specialization.....	125
Ceramics Specialization.....	126
Graphic Design Specialization.....	126
Art History Specialization.....	126
Art Minor.....	127
Art History Minor.....	127
Photography, B.F.A., B.A.....	130
Photo/Biomedical and Forensic Specialization.....	131
Photography Minor.....	131
Photography Certificate.....	131
Music, B.A., B.M.....	134
Instrumental Performance Specialization.....	134
Voice, Opera, and Theatre Specialization.....	135
Sacred Music Specialization.....	135
Music Minor.....	136
Theatre, B.F.A., B.A.....	138
Acting Specialization.....	138
Technical Specialization.....	139
Dance Theatre Production Specialization.....	139
Theatre Publicity Specialization.....	140
Theatre Minor.....	140
Dance Minor.....	140
Department of History and Political Science.....	143
History, B.A.....	143
Political Science, B.S.....	145
International Studies, B.A.....	147

Pre-Law, B.A.	148
Social Science Minor	148
Peace Studies Minor	148
Non-Degree Program	
Geography	149
Department of Mathematics and	
Computer Science	150
Mathematical Sciences, B.S.	150
Computer Science, B.S.	155
Mathematics Minor	155
Computer Information Sciences, B.S.	156
Computer Science Minor	156
Computer Information Sciences Minor	156
Computers in Communication Minor	157
Non-Degree Program	
Pre-Engineering	160
Department of Physical Sciences	161
Chemistry, B.S.	161
Biochemistry Specialization	162
Environmental Chemistry	
Specialization	162
Pre-Dental Specialization	162
Pre-Medical Specialization	162
Pre-Pharmacy Specialization	162
Pre-Veterinary Specialization	162
Chemistry Minor	162
Non-Degree Programs	
Pre-Pharmacy	164
Physics	165
Physics Minor	165
Department of Psychology	167
Psychology, B.S.	167
Psychology Minor	168
Industrial/Organizational Specialization	168
Women's Studies	170
Women's Studies Minor	170
Certificate in Women's Studies	170
Department of Sociology and Criminology	172
Sociology, B.S.	172
Sociology Minor	173
Criminology, B.S.	175
Criminology Minor	175
Environmental Studies, Minor	176
Department of Theology and Philosophy	177
Theology, B.A.	177
Theology Minor	177
Philosophy, B.A.	181
Philosophy Minor	182
School of Business	185
Accounting, B.S.	188
Finance, B.S.	188
International Business, B.S.	188
Management, B.S.	188
Marketing, B.S.	188
Minor in Business	190
Minor in Economics	190
Minor in Management	190
Minor in Marketing	190
School of Education	198
Elementary Education/ESOL/	
Reading, B.S.	201
Exceptional Student Education/ESOL/	
Reading, B.S.	202

School of Human Performance and	
Leisure Sciences	208
Department of Intercollegiate Athletics	210
Campus Recreation and Wellness,	
Department of	212
Department of Sport and Exercise Sciences	213
Athletic Training, B.S.	216
Pre-Medical Option	216
Pre-Physical Therapy Option	217
Florida Teacher Certification Option	217
Athletic Training,	
Five Year, B.S. to M.S.	220
Exercise Science, B.S.	221
Minor in Exercise Science	223
Pre-Physical Therapy and	
Pre-Medical Options	223
Exercise Science, Five Year, B.S. to M.S.	223
Leisure and Recreation Management, B.S. ..	225
Physical Education, B.S.	226
Endorsements in Teaching	227
PE-TEP	228
Sport Management, B.S.	228
Minor in Sport Management	230
Diving Industry Specialization	230
Minor in Diving Education	232
Golf Industry Specialization	232
Sport Management, Five Year,	
B.S. to M.S.	233
Instructional Activities in Sport and	
Recreation (non-degree)	244
College of Health Sciences	245
Allied Health Professions – “3+1” Programs	246
Medical Technology, B.S.	246
Cytotechnology, B.S.	246
Diagnostic Medical Ultrasound	
Technology, B.S.	247
Nuclear Medicine Technology, B.S.	247
Biology, Evening Programs	247
Histotechnology Specialization	248
Major for the Medical Laboratory	
Science	250
Cardiovascular Perfusion, B.S.	252
Occupational Therapy	255
Biomedical/Science Post-Baccalaureate	
Program	256
Division of Nursing	257
Basic Option, B.S.N.	262
Two-Year Option, B.S.N.	263
Three-Year Option, B.S.N.	263
L.P.N. to B.S.N. Option	263
Accelerated Option, B.S.N.	264
R.N. to B.S.N. Option	264
R.N./B.S./B.A. to M.S.N. Bridge Option	265
School of Social Work	269
Social Work, B.S.W.	270
Board of Trustees	279
Administrative Organization	280
Administration/Faculty	289
Index	312

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 Division of Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing. The teacher education programs in the **Adrian Dominican School of Education (i.e., PreK/Primary/ESOL, Elementary Education/ESOL, and ESE/ESOL)** 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 Athletic Training Education (CAATE).

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

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

NOTICES

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

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

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

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

THE MISSION OF BARRY UNIVERSITY

PURPOSE

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

VISION

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

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

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

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

NATURE

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

ENVIRONMENT

Barry University, through its 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 socio-economic backgrounds who are committed to taking full advantage of the opportunities provided for learning and personal growth. The University seeks to recruit and retain a diverse faculty who enrich it with their own traditions and heritage, who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities and to serving both the University and the larger community in a multicultural environment. The University commits itself to excellence in teaching at all levels, and values its undergraduate, graduate and professional programs supporting their search for knowledge through research and study. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities.

GENERAL INFORMATION

HISTORY

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

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

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

individuals to be excellent lawyers and valuable and contributing members of society.

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

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

UNIVERSITY LIFE

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

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

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

STUDENT RIGHT TO KNOW ACT

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

GENERAL GRADUATION RATE DATA

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

BUILDINGS & FACILITIES

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

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

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

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

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

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

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

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

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

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

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

FLOOD HALL—Built in 1987, Flood Hall was named after Sister Trinita Flood, the fourth president of Barry. It houses male and female students in double suites; a

bathroom is shared between two rooms. Flood houses predominately upper-class students.

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

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

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

HPLS ANNEX—This building is located at 99 NW 115th St., houses classrooms, laboratories, and offices for HPLS.

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

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

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

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

LEHMAN HALL—William Lehman Hall houses the administrative offices for the Dean of the 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—Mottram-Doss residence hall was completed in 1990 and is named after René Mottram-Doss, one of Barry’s benefactors. It contains 16 five-bedroom/two-bath and three-bedroom/one-bath apartments. Mottram-Doss houses students in all classes – freshman, sophomore, junior, senior.

NATURAL & HEALTH SCIENCES BUILDING—Barry’s science facility expands the number of laboratory facilities for student instruction and research. Located in

the quadrangle between Adrian Hall, Wiegand Hall and Fine Arts, this facility also includes classrooms, seminar rooms, and offices for several science and allied health programs.

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

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

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

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

SAGE HALL—Built in 1984, Sage Hall was named after Robert F. Sage, one of Barry’s benefactors. Sage houses male and female first-year and transfer students in double suites; a bathroom is shared between two rooms.

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

THOMPSON HALL—Built in 1962, Thompson Hall presently houses Human Resources, Payroll, the Business Center, the Buc Stop snack bar, meeting rooms, and a studio for sport, dance, and fitness instruction.

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

WEBER HALL—Built in 1946 through the generosity of the Edyth Bush Foundation, Weber Hall was named for former Barry President Mother Genevieve Weber. It houses female, predominantly first-year students. It contains single, double, triple, and quad rooms, with en-suite and community bathrooms.

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

ADMISSIONS

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/apply. 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 applications 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 Management, 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/bsn/Admission.htm 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 850 (Math score of at least 400 is required for all business applicants) or a score of at least 18 on the ACT (Math score of 17 is required for all business applicants). Applicants for the International Business major must present a combined SAT I score of at least 960 (Math score of at least 400) or a score of at least 20 on the ACT (Math score of at least 17).

Applicants planning to major in Mathematics must present four 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 Management.

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, the G.C.E. A-level and CAPE 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. 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 at Barry University (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 complete a degree application and 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 send 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.

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 application to the Office of Admissions. This does not apply to students on an approved medical leave of absence. Those students should refer to the Medical Leave Policy section of this catalog. Readmission is contingent upon approval of the dean of the school in which the 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 an 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 at 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 including course syllabi. 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), at least a 213 on the computer-based TOEFL or at least 79 on the Internet based TOEFL. The undergraduate applicant whose TOEFL score is between 500 and 549 (173-212 on the computer-based test or 61-78 on the Internet 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 or 61 Internet-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. The financial verification form and the bank letter must be dated no more than six months prior to starting classes at Barry University.

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 on 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 AFFAIRS

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

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

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

DEAN OF STUDENTS

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

CAREER SERVICES

Career Counseling

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

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

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

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

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

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

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

ORI 300 Senior Transition (1)

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

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

Personal Counseling

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

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

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

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

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

OFFICE OF COMMUTER AFFAIRS

Commuter students currently comprise two-thirds of the Barry University student body. The purpose of the Office of Commuter Affairs is to meet the practical, social, academic, informational, and advocacy needs of all commuter students, including undergraduate, graduate, ACE, and off-campus site commuters. It also

functions as a resource to commuter students about the university and our community.

Commuter Affairs provide a variety of programs and services which are intended to enhance the commuter experience by broadening the students' knowledge of resources, events, services, and opportunities that will assist them during their college experience. Services include transit information, discounted metro passes and metro decals, locker rentals, carpooling, commuter meal plans, off-campus housing listings, a commuter lounge, and private study area.

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

DISABILITY SERVICES

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

Procedures and Guidelines

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

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

Appeals process

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

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

Director, she/he may file a grievance with the University ADA Coordinator, Dr. Eileen McDonough.

Definition of an Individual with a Disability

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

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

The ADA also covers:

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

Eligibility for Services

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

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

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

Documentation

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

General Guidelines for Documentation of a Disability

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

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

Accommodations: Procedures for Obtaining Accommodations

- Students with Disabilities requesting accommodations must meet with an ODS counselor for an intake interview. Accommodations will be discussed at this time.
- Students must provide suitable documentation that supports their disability and the accommodations requested. (See Documentation guidelines)
- Arrangements for accommodations are made on an individual basis and are designed to equalize access to educational opportunities.
- The university assigns the authority to ODS to determine reasonable and appropriate accommodations based on the documentation provided by the student.
- A packet of letters listing the appropriate accommodations will be prepared for students to hand deliver to their professors.
- After the initial appointment, if accommodation needs remain the same, students may renew their accommodation requests each semester by making contact with ODS at the beginning of each semester to continue accommodations.
- Students should schedule an appointment with an ODS staff member if they need to modify their accommodation requests, they are experiencing

academic difficulties, or they have questions or need advice.

- Students should arrange an individual appointment with their professors to discuss their accommodation needs during the first week of the semester.
- Students must present their accommodation letters to their professors in a timely manner in order to receive accommodations.
- Late requests for accommodations may cause a delay in the requested services.

Course Substitution Policy

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

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

Procedures

The student should make the request in writing to the Director of the Office of Disability Services (ODS), along with all clinical documentation that would be relative to the request. Clinical documentation must be no more than 3 years old and meet the documentation guidelines of the university. (All documentation guidelines are listed on our web site at www.barry.edu/disabilityservices). The Director of the ODS will forward it to the Chair of the Department of the student's academic major along with her/his recommendation. The Chair of the Department will present the request to the appropriate School academic committee (which will be set up in each School and will include the Dean of the School and any relevant faculty and/or staff including a representative from the General Education/Distribution Requirements Curriculum Committee if the course is a distribution or general education course). If the request is approved, then the School Committee will recommend a course substitution and respond in writing to the student with a copy sent to the ODS, the student's academic advisor and the Office of Registrar to be placed in the student's permanent file. If the course substitution is denied, the student must be informed in writing within 10 days of the committee's meeting with the reasons for denial. A copy of all correspondence must go to the ODS.

The following procedures are guidelines, and the School Committee will recognize that individual circumstances may alter them somewhat. For example, in the case of a student with a learning disability after attempting a course twice or more and who has made good faith efforts to complete the course requirements,

the School Committee may determine that the student need not attempt the course another time with accommodations.

- I. In most cases the student should attempt the course, requesting accommodations.
 - A. If the student believes accommodations are necessary, the student should request a meeting with his ODS counselor to discuss these accommodations. It is the student's responsibility to make this request. Students are urged to inform instructors of accommodation needs as early as possible in the semester. They will need to present an accommodation memo from ODS documenting that he or she is registered with the ODS, has a documented disability and will need to be provided the outlined accommodations. The student must give ODS permission to release this information.
 - B. The instructor and student will work out the details of implementing accommodations.
 - C. The student and ODS counselor and teacher should continue to meet periodically for feedback on how the accommodations are working, making revisions as needed.
- II. If a good faith effort has been made on the part of the instructor and the student to accommodate for the disability, and the student still believes the required course has the effect of discrimination based on the disability, the student may request that a substitution be made. However, in some instances, because the accommodation would be so involved or time consuming that it would significantly alter the course; the student may make the request before attempting the course.
- III. Requesting a substitution:
 - A. The student should make a written request to:
 - I. The Director of ODS
 - II. The request will be forwarded to the Chair of the Department of the student's academic major.
 - B. The request should include:
 - I. the course in question;
 - II. the nature of the disability and the reason for the request (the reason that taking the required course would amount to discrimination based on the disability);
 - III. the student's history with the course or subject matter, including any attempts to pass the class, whether accommodations were requested, and what accommodations were available;
 - IV. The student should attach documentation of the disability from a qualified diagnostician, and may attach letters or other documents supporting the request. Documentation refers to a diagnosis made by medical, psycho-

logical, education, rehabilitation, of other professionals qualified to make the particular diagnosis.

- C. Once the School Committee has made a decision, the Committee Chair will respond in writing to the student within ten (10) working days following the receipt of the request. If the student is located at a remote off-campus site, the decision of the School Committee will be provided by telephone and followed in writing via certified mail. In addition, any denial of the request will include reasons for that decision in writing. If the request is denied, and the student wishes to pursue the request the following procedures need to be followed;
- D. The request will go to a second committee, known as "The 504 Committee" The Chair of the 504 Committee will review the request and documentation, and will set a meeting to occur no later than (thirty) 30 working days following receipt of the request. The 504 Committee Chair will invite representatives from the affected academic departments and the student may be present at this meeting as well.
- E. The student will be given a minimum of ten (10) working days advance notice of the meeting date. The student will be informed at this time that he or she may bring representatives knowledgeable about the disability. These representatives might be staff from ODS, Rehabilitation Counselors, faculty members who specialize in the disability, or persons qualified in the diagnosis/treatment of the disability.
- F. The 504 Committee Chair will schedule additional meetings if needed, and the 504 Committee will reach a decision based on the individual circumstances and the law.
- G. The 504 Committee Chair will inform the student in writing within ten (10) working days of the decision.
- H. The 504 Committee decision may be appealed to the Provost who will make the final decision and respond in writing within ten (10) working days of notification.

INTERCULTURAL CENTER

The Intercultural Center (ICC) provides resources, services, and programs designed to develop the multicultural and international dimensions of Barry University. ICC provides immigration advising, advocacy, support, and other key resources and services to international students and scholars. The Center further seeks to challenge existing cultural stereotypes and misconceptions, to enhance the college's awareness of the perspectives and needs of its diverse community members, and to aid the college's mission of achiev-

ing a multicultural living and learning community. And finally, it functions as a crucial liaison within the Barry community, and various local, state and federal agencies.

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

International students are required to be registered full time 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate, and 6 credits for doctoral students. At all times, a student must make satisfactory progress toward completion of a degree program.

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

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

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

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

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

CENTER FOR LEADERSHIP & TRANSITION SERVICES (CLEATS)

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

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

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

TRANSITION SUPPORT PROGRAMS

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

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

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

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

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

LEADERSHIP DEVELOPMENT PROGRAMS

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

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

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

Course Descriptions— Orientation Prefix: ORI

100 Freshman Seminar (1)

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

OFFICE OF RESIDENTIAL LIFE

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

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

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

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

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

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

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

STUDENT HEALTH CENTER

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

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

SHS provides quality health care utilizing a nursing model in collaboration with a local contracted family practice physician to promote a healthy community and

healthy individuals as critical components of student learning.

Services provided include:

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

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

Responsibility of Students:

- Based on the ACHA guidelines for institutional prematriculation immunizations, all students residing in campus housing, and international students attending Barry University on an F-1 or J-1 visa are required to provide proof of two MMR (measles, mumps, Rubella) vaccinations and a tetanus diphtheria and pertussis vaccination (Tdap) in the last 10 years, and the Meningococcal vaccination prior to entry into Barry University.
- The SHC recommends that all registered fulltime student not only receive MMR and Tdap, in addition **all students** are strongly encouraged to provide a statement of good health and proof of hepatitis B, hepatitis A, Varicella, Meningococcal, annual Influenza vaccinations and PPD screenings prior to attending Barry University.
- All resident and international students are required to complete a current health history (included in the health form).
- All fulltime students are recommended and all students residing in campus housing and all international students attending Barry University on an F-1 or J-1 visa are **required** to obtain adequate health insurance. Due to the inconsistency of many privately sponsored international insurance plans, beginning Fall, 2007, all International students attending Barry University on an F-1 or J-1 visa will need to purchase the student insurance plan unless they are covered by an embassy insurance plan or an United States corporate sponsored plan through an employer. Proof of insurance will be required by an online waiver. More information can be obtained by visiting the

Student Health Center's web site @ www.barry.edu/healthservices.

- **Proof of insurance and a completed insurance waiver must be received in Student Health Center (SHC) prior to the first 14 days of the semester or the fee for the Barry sponsored student insurance plan may be assessed to the student's account. If a student insurance fee has been assessed to a student's account due to lack of compliance with the university policy, such fees are irrevocable and will not be credited under any circumstance. Failure to comply with the University policy may negatively affect the student's U.S. visa status and/or the arrangements for campus housing. If the academic program requires proof of insurance, they will provide the student with instructions regarding the completion of a waiver. Failure to comply with academic program requirements may negatively affect the student's participation in such programs. All programmatic decisions are handled by the compliance officer of that program, not the SHC.**
- According to Barry University class attendance policy it is the responsibility of the student to notify the professor in advance of an absence regardless of the reason. The SHC never provides an excused absence. The excusal is at the professors' discretion. Reasons for medical absences are limited to hospitalization, communicable disease, or long-term illness and are only sent at the request of the student seen in the SHC.
- All students are encouraged to make an appointment prior to coming to the SHC. Walk-in students will be triaged by a registered nurse or student health advisor upon arrival at the SHC and an appropriate treatment plan or referral will be given to the student.
- The SHC hours are Monday-Friday 9AM-5PM. There is a Student Health Advisor available through the RA or Campus Security for on after hours on campus emergencies. Student Health Advisors are 3rd and 4th year nursing students, who are trained as first responders. In addition, all students covered by the Barry University student insurance policy have access to a 24 nurse line.

STUDENT ACTIVITIES

The Office of Student Activities (OSA) is committed to the mission of Barry University and the Division of Student Affairs. The guiding philosophy of the Office recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences provided through programs

designed to enhance cultural, intellectual, leadership, personal, and professional development. When afforded these opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, as it relates to their organizations, chosen professions and responsibilities as part of a larger community.

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

Multicultural Affairs

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

Campus Events & Programming

While academics will be a major focus of your college career, the Office of Student Activities at Barry University believes that a complete college education requires involvement in activities, events, and programs outside the classroom. Therefore, the office plays a major role in the social and educational programming throughout the campus.

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

Adventure Series

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

Mosaic

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

Synergy

Synergy is a series of skill building and training workshops to aid students in the development of their leadership style and personal development. An integral component of Synergy is to prepare participants to utilize critical thinking, to develop effective verbal, non-verbal and written communication skills, how to delegate and collaborative and cooperative teamwork. Students can attend workshops "a-la-carte" or they can apply to the Leadership Academy – a track based, intensive leadership and skill developing program. Successful completion of the Leadership Academy culminates with a graduation ceremony and recognition as a certified student leader.

Student Organizations

The opportunities for student involvement in campus activities are endless. There are more than 75 students organizations that meet the needs and interests of students. United by the Student Organization Council (S.O.C.) and funded by the Student Government Association (S.G.A.), these groups encompass a wide range of interests and welcome your participation.

ARTS ORGANIZATIONS

Dance Club
Gospel Choir
Opulent Image Models

BUSINESS ORGANIZATIONS

Accounting Association

COMMUNICATION/MEDIA ORGANIZATIONS

Buccaneer Newspaper
Lambda Pi Eta Honor Society
WBRY Radio Station

EDUCATION ORGANIZATIONS

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

GOVERNING ORGANIZATIONS

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

GREEK ORGANIZATIONS

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

HONOR SOCIETIES

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

INTERNATIONAL ORGANIZATIONS

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

HEALTH CARE ORGANIZATIONS

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

POLITICAL ORGANIZATIONS

Bachelor of Social Work Network
Student Government Association

RECREATIONAL/SPORTS ORGANIZATIONS

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

RELIGIOUS ORGANIZATIONS

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

SCIENCE ORGANIZATIONS

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

SERVICE ORGANIZATIONS

Habitat For Humanity
Pals 4 Paws
Student Ambassador Team

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

Greek Life

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

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

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

STUDENT UNION OFFICE

Concierge Center
Information Desk
ID Services
Union Facility Services
Landon Hall #103, 305-899-4900

e-mail: infocenter@mail.barry.edu

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

Hours of Operation:

Monday through Friday – 7:30am – 10:00pm*
Saturday and Sunday – 10:00am – 6:00pm*

* (Hours vary during holidays and summer terms)

Concierge Center and Information Desk

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

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

ID Services

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

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

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

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

Union Facility Services

Room Reservation

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

Posting and Publicity

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

HONOR SOCIETIES

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

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

SPORTS AND RECREATION

Barry's on-campus, Health & Sports Center includes an indoor gymnasium, a strength and conditioning center with a full complement of cardiovascular machines and free weight equipment, a human performance lab, a biomechanics lab, and student locker rooms. In addition, there are lighted outdoor baseball, softball, and soccer fields, as well as a racquet sports complex that includes lighted tennis courts and three-walled racquetball courts. Also located on campus is a new, state-of-the-art fitness center located in the Landon Student Union; the Miller Studio which serves as the primary site for wellness activities and modern dance instruction; an outdoor pool and a sand volleyball court. Students, as well as faculty and staff, are welcome to use these outstanding facilities. Participants are required to present a valid Barry ID for all recreational facility use.

Intercollegiate Athletics

Barry offers twelve varsity sports which compete at the NCAA Division II level. Barry University currently competes in 12 intercollegiate sports for men and women. Women's sports include basketball, golf, rowing, soccer, softball, tennis, and volleyball. Men's sports include baseball, basketball, golf, soccer, and tennis. Please refer to the Department of Intercollegiate Athletics section found elsewhere in this catalog under the School of Human Performance and Leisure Sciences. Opportunities are provided for students to "try out" for any of twelve sports by contacting the appropriate head coach. Barry has captured 7 NCAA Championship titles since 1989 (3 in Women's Soccer in 1989, 1992, and 1993; 3 in Women's Volleyball in 1995, 2001, and 2004, and Men's Golf in 2006).

Campus Recreation & Wellness, Intramurals, and Club Sports

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

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

Wellness activities are the hottest activity classes on campus. Ranging from aerobics to yoga, Barry students can enjoy the cardiovascular benefits of heart pounding

activities, or meditate and stretch in classes designed to focus on inner strength. The variety of classes and the extensive schedules cater to even the busiest student. Best of all, they are FREE to students, and some classes can even be taken for credit as part of our Instructional Sports and Recreation (ISR) program.

Intramural sports draw a number of students with perennial favorites like flag football, softball, soccer and basketball leading the way. Extramural teams may compete with other schools in select sports.

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

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

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

OFFICE OF MISSION AND MINISTRY

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

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

- provides opportunities for community service, social analysis, and theological reflection on issues of peace and justice.
- strives to create an environment where the full potential of all people may be realized and revered.

VOLUNTEER AND COMMUNITY SERVICE CENTER

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

Opportunities for involvement include:

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

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

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

CAMPUS BOOKSTORE

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

DINING SERVICES

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

Roussell Dining Hall: **(Landon Student Union, 2nd Floor)**

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

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Full-service meals are served seven days per week. Regular semester hours of operation are: Monday – Friday, hot breakfast from 7:30 a.m. to 10:00 a.m., continental breakfast from 10:00 a.m. to 11:00 a.m., hot lunch from 11:00 a.m. to 2:00 p.m., light lunch from 2:00 p.m. to 3:00 p.m., and dinner from 4:30 to 7:30 p.m. Roussell Dining Hall features a Late Night meal on Mondays and Wednesdays from 10:30 p.m. to 11:30 p.m. On Saturday and Sunday, brunch is served from 11:00 a.m. to 2:30 p.m. and dinner from 5:00 p.m. to 7:00 p.m.

Grill 155: **(Landon Student Union, 1st Floor)**

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

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

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

The Buc Stop Café features Einstein’s Bagels (including 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, Flex Bucs, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Thursday, the Café is open from 7:30 a.m. to midnight with Einstein’s Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to midnight. On Friday, the Café is open from 7:30 a.m. to 8:00 p.m. with Einstein’s Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to 8:00 p.m. On Saturday, the Café and Einstein’s Bagels are open from 8:30 a.m. to 2:00 p.m. and the Grill is closed. On Sunday, the Buc Stop Café is closed.

Le Café International

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

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

PUBLIC SAFETY

Landon Student Union, Room 100

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

THEATRE, MUSIC AND DANCE PERFORMANCES

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

BARRY UNIVERSITY CIVIC CHORALE

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

FINE ARTS EXHIBITIONS

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

PUBLICATIONS

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

ALUMNI ASSOCIATION

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

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

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

The Alumni Relations Office, located in the Vivian A. Decker Alumni House, 103 N.E. 115 Street, Miami Shores (across from the main campus) assists and supports the efforts of the Association and its clubs. With support from the Alumni Relations office, the Association keeps alumni connected through E-News, the electronic newsletter, the on-line Alumni directory and the Alumni website www.barry.edu/alumni. Alumni achievements are featured in Alumni Connection, a special section of Barry Magazine. The Alumni Benefits Brochure details all services provided to alumni.

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

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

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

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.

2008-2009 TUITION AND FEE SCHEDULE*

Effective July 1, 2008-June 30, 2009

TUITION:

Undergraduate

Full-time, 12-18 credits per semester**	\$12,750.00
Part-time, per credit	765.00
Credits in excess of 18, per credit	765.00
B.S. Biology/Histotechnology (off campus)	505.00
B.S. Biology/Histotechnology (on campus)	680.00
Adult and Continuing Education,	
Undergraduate, per credit	425.00
Portfolio Fee	\$1,600.00
Portfolio Materials	20.00
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	425.00
CCAL Program, per term	3,300.00
Summer II, 2008, per credit	765.00
Summer I, 2009, per credit	765.00

FEES:

Enrollment Deposit	225.00
International Deposit	1000.00
Application (all programs)	30.00
CLEP, per credit	100.00
Credit by examination (per credit)	100.00
Professional Liability	50.00
Health Insurance	Variable
Corporate Deferred Payment Plan	
Per semester	50.00
Tuition Management Payment Plan	
Per semester	75.00
Annually	90.00
Returned Check	100.00
Declined Credit Card	250.00
Special Course Fee (see class schedule)	Variable
Late Payment Corporate or Deferred Plan	500.00
Tuition Management System Late Payment	100.00
Lost I.D. Card	15.00
Transcript, each official	10.00
Graduation Application Fee**	150.00
Late Registration Fee	100.00

HOUSING:

Room Deposit (mandatory)	200.00
Room Rate, per semester	
Single, PB	5,283.00
Single, SB	5,178.00
Single, CB	4,968.00
Double, PB	4,443.00
Double, SB	4,243.00
Double, CB	4,128.00
Triple/Quad, SB	3,698.00
Triple/Quad, CB	3,593.00

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

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 \$12,750.00.

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

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

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

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

REGISTRATION PAYMENT ARRANGEMENTS

The following terms and conditions are financial requirements of your education related to all registrations.

- Once you formally register for classes, you assume the responsibility for understanding Barry University's official policies concerning schedule changes, satisfactory academic progress and the financial policies of the University as described in the Barry University Student Handbook. You will check your bucmail daily and keep your postal address current to ensure receipt of all University correspondence. It is your responsibility to keep track of your account balance and financial aid information.
- Registration constitutes a financial agreement between you and the University. Tuition, fees and other charges you incur, including but not limited to housing, meal plans, and bookstore charges ("Charges"), shall be added to your student account, and are considered a loan for educational benefit. Installment payment arrangements will be automatic with a non-refundable deferred payment fee for any Charges which are not covered by financial aid or have not been paid in full within ten (10) business days of the charge. For fall you have until the first Monday in July and for the spring the third Monday of November before the ten (10) days begins.
- In the event that you become delinquent in paying Charges or default in repaying Charges you will be liable for attorneys' fees and any other costs incurred by Barry to collect any monies due from you, whether or not litigation is instituted.

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.

PROFESSIONAL DISCOUNTS PROVIDED BY THE UNIVERSITY

Nurses: Scholarships are available for 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 are entitled to a reduction on tuition. Proof of affiliation is required at each registration.

Teachers: Any full-time **Florida teacher presenting a signed contract for 2008-2009, 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.

AUTOMATIC DEFERRED PAYMENT PLAN AGREEMENT

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

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

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

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

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

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

CORPORATE REIMBURSEMENT DEFERMENT

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

FLORIDA PREPAID COLLEGE PROGRAM

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

TUITION MANAGEMENT SYSTEMS PAYMENT PLANS

Barry University offers the services of Tuition Management Systems, Inc. (TMS), providing an alternative method of paying for tuition and fees. Arrangements with them must be made within 10 business days of registration to avoid additional fees. It is the student's responsibility to budget the proper amount with TMS for each semester. 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 (add/drop period) and who are still enrolled in the University are NOT ENTITLED to any refund or credit. The Period of Schedule Adjustment ends on the third day of the semester.

Refundable credit must be claimed within one calendar year.

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 third day of the semester.

Refundable credit must be claimed within one calendar year.

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 Fall or Spring 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 \$225.00 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.

STUDENT DISMISSAL

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

HEALTH INSURANCE

Proof of insurance and a completed insurance waiver must be received in Student Health Center (SHC) prior to the first 14 days of the semester or the fee for the Barry sponsored student insurance plan may be assessed to the student's account. If a student insurance fee has been assessed to a student's account due to lack of compliance with the university policy, such fees are irrevocable and will not be credited under any circumstance. Failure to comply with the University policy may negatively affect the student's U.S. visa status and/or the arrangements for campus housing. If the academic program requires proof of insurance, they will provide the student with instructions regarding the completion of a waiver. Failure to comply with academic program requirements may negatively affect the student's participation in such programs. All programmatic decisions are handled by the compliance officer of that program, not the SHC.

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 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 Parent PLUS Loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
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

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.

Grade Report/Transcript Diploma Release

Grade reports, unofficial or official transcripts, diplomas, or official letters of degree completion will not be released to students with outstanding financial obligations to the University. Payment by local personal check requires a minimum of 10 business days for check clearance. For other checks, please contact the Cashier/Business Office (CBO).

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.

PRIORITY DATE: Barry University does not have a financial aid deadline. However, since some financial aid programs have limited funding we encourage you to provide us with a complete and accurate financial aid application by our priority date of March 15th. This ensures that you will have the maximum financial aid opportunities. All applications received after that date will be processed and funds awarded until they are exhausted.

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 financial need (as determined by the FAFSA) may be eligible for a Federal Pell Grant. The amount will vary depending upon financial need and the number of credits enrolled.

Summer Enrollment

Most grants and scholarships are available during the Fall and Spring semesters. Student loans and Federal Pell Grants may be available for the summer terms to those who qualify.

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 usually 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 six or nine months after the student leaves school or ceases to be enrolled at least half-time.

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 \$4,731 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 \$1400 per academic year.

FEDERAL ACADEMIC COMPETITIVENESS GRANT. The Federal Academic Competitiveness Grant is designed for full-time undergraduate students who have completed a rigorous secondary school program of study and are also eligible for the Federal Pell Grant. First year students may be eligible to receive an Academic Competitiveness Grant in the amount up to

\$750 for the year. Second year students (up to 48 credits earned) may be eligible for an amount up to \$1,300.

NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (NATIONAL SMART GRANT). The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.

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. There is an origination fee and a federal default fee, not to exceed 4% combined. For dependent students, the annual loan limits for combined subsidized and unsubsidized loans are \$3,500 for freshmen, \$4500 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. There is an origination fee and a federal default 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 \$4,000.

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 \$3000 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 \$1,000 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 March 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 Bright Futures program is comprised of the following three awards: Florida Academic Scholars Award, Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars award. The amount 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 additional 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, 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.

PRIVATE SCHOLARSHIP FUNDS

Inquiries regarding student scholarships should be directed to the Office of Financial Aid and/or the individual school. The Financial Aid Office maintains a list of available scholarships including selection criteria and application procedures. If awarded a scholarship, the funds are distributed to the student's account by the Office of Financial Aid.

ENDOWED SCHOLARSHIP FUNDS

Endowed scholarships are established by individuals and/or foundations and trusts to assist students in perpetuity. Interest earned by endowed scholarships is awarded.

Andreas School of Business

Dr. Lloyd D. Elgart Scholarship
Carroll F. Knicely Management Scholarship
Sister Judith Shield, OP Endowed Scholarship
Ocean Bank Business Scholarship

Adrian Dominican School of Education

Mildred Anne Browne Memorial Scholarship
Luigi Salvaneschi Scholarship
William Randolph Hearst Endowed Scholarship Fund
Goizueta Foundation Scholars Fund for 2+2 Program
Ella Evans Memorial Scholarship
North Dade Medical Foundation Scholarship
Phyllis T. Saunders Memorial Scholarship

School of Adult and Continuing Education (ACE)

Sister Marilyn Morman ACE Scholarship Fund
Sister Elaine Scanlon Scholarship

School of Social Work

Dr. Beulah Rothman Scholarship Fund
John and Dr. Neta Kolasa Scholarship
Nina Fox Memorial Scholarship Fund

College of Health Science

Sister John Karen Frei, OP, PhD Scholarship
Sister Agnes Louise Stechschulte, OP, PhD Scholarship
Albert W. Shellan Memorial Scholarship
Judith A. Balcerski/Blue Cross and Blue Shield Scholarship
William Randolph Hearst Endowed Scholarship Fund
Miami Children's Hospital Scholarship
North Dade Medical Center Foundation Scholarship

College of Arts and Science

Ann Bishop Memorial Journalism Scholarship
Patricia Johnston O'Hearne Scholarship
Ann Fels Wallace Fine Arts Scholarship
Father Cyril Burke Memorial Scholarship
Evelyn and Phil Spitalny Scholarship Award
Sister Paul James Villemure Endowed Scholarship
Minnaugh Family Memorial Scholarship
Sister Thomas Gertrude, OP (Catherine Brennan) Scholarship
Sister Maura Phillips, OP Scholarship
Dr. Marie-France Desrosiers Scholarship
Sister Jeanne O'Laughlin Arts & Sciences Endowed Scholarship
Alexis Cabrera Endowment Fund

School of Podiatric Medicine

The Patricia Ellsworth Kopenhaver, BA, MA, DPM Endowed Scholarship Fund
Dr. Marvin and Ruth Steinberg Memorial Scholarship Fund
Dr. Herbert Feinberg Memorial Scholarship Fund
Physician Assistant Program

School of Human Performance and Leisure Science

Marie A. Fitzgerald Scholarship
Professor Neill Miller Scholarship Fund

Need-Based

Forrest J. Flamming Trust Scholarship
William C. Martino & Delrose Marlene Martino Scholarship
Sister Trinita Flood, OP Endowed Scholarship
Averill Stewart Scholarship
Mansolillo Family Scholarship
Sister Elaine Scanlon Scholarship
Mary Agnes Sugar Scholarship Fund
George Coventry Roughgarden & Nina Schmidt Roughgarden Fund

Miscellaneous

Florida Organization of Jamaicans Scholarship
Sister Dorothy Brown Alumni Scholarship
George J. Wanko, PhD Scholarship
Deborah Lyn Feigelson Memorial Scholarship for Disabled Students
Barry University Alumni Association Endowed Scholarship

ANNUAL SCHOLARSHIP FUNDS

Annual scholarships are established by individuals and/or foundations and trusts to assist students yearly. Funds do not earn interest.

Andreas School of Business

Marie Baier Scholars Program
Assurant Solutions and Assurant Specialty Property
Scholarship Fund
Andreas School of Business Scholarship
Ocean Bank Business Scholarship

Adrian Dominican School of Education

Dr. Gerry Bohning Scholarship Fund
Irene Maliga Scholarship Trust

School of Adult and Continuing Education (ACE)

Sister Loretta Mulry Scholarship

School of Social Work

School of Social Work Scholarship
Dr. John Riley Memorial Scholarship
Dr. Marilyn Zide Memorial Scholarship
Joan Gerstein Memorial Scholarship

College of Health Science

Lettie Pate Whitehead Scholarship
Alec J. Santora Memorial Award
John T. Macdonald Foundation Scholarship
R.A. Ritter Foundation Scholarship Fund

College of Arts and Science

Northeast Miami Women's Club Scholarship
Music and Theatre Scholarship
Theology Scholarship
Assurant Solutions and Assurant Specialty Property
Scholarship Fund
Physical Sciences Honor Scholarship
A. Julieta O'Farrill de Secades Scholarship Fund

School of Podiatric Medicine

Goldie Fein Memorial Scholarship
Carolyn P. Rosser Memorial Scholarship
Catherine M. Parkhurst Memorial Scholarship
Clinical Podiatric Faculty Scholarship Fund

School of Human Performance and Leisure Science

Human Performance and Leisure Science
Scholarship
Sister Eulalia LaVoie Scholarship
Coca-Cola Scholarship

Need-Based

Bateman Scholarship Fund
Sylvia G. McCleskey Memorial Scholarship
Adelaide Frey Memorial Scholarship
Pamela and Stewart Greenstein Scholarship
Olga and David Melin Scholarship
Barry University Annual Fund

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 ACCESS GRANTS. Funds are provided by the University to assist students who demonstrate 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).

TUITION EXCHANGE PROGRAMS

Barry University participates in two separate reciprocal tuition exchange programs: Tuition Exchange, Inc. at www.tuition.exchange.org and CIC Tuition Exchange Program at <http://www.cic.edu/tep/>. These programs provide the opportunity for eligible family members of faculty and staff to receive undergraduate scholarships at one of the participating member institutions. Each member institution is to maintain a balanced student exchange program. That means keeping a reasonable match between students from Barry going to other schools (exports) and students coming to Barry from other schools (imports). A member institution generally may not export more than it imports. Because of that, Barry may have to limit the number of TE Scholarships awarded if we have more applicants from faculty and staff families (potential exports) than we have student imports. These scholarships are extremely limited and not everyone who applies will receive an award.

Incoming students interested in attending Barry University and utilizing one of these programs should apply for the exchange program at their home institution, who will forward the application to the Financial Aid Office at Barry University.

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. 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. Effective for the 2007-2008 academic year, enrollment certification for Veterans Programs will be completed by the Registrar's Office.

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

ACADEMIC AWARDS

DEAN'S LIST

To be eligible for the Dean's List, students must have achieved a grade point average of 3.50 taking at least 12 credits on a graded basis with no incomplete grades or grade lower than a C. In-progress (IP) grades and developmental courses will not be included in any calculations used to determine eligibility.

PRESIDENT'S LIST

To be eligible for the President's List, students must have achieved a grade point average of 4.0 taking at least 12 credits on a graded basis with no incomplete grades. In-progress (IP) and developmental courses will not be included in any calculations used to determine eligibility.

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.

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 toward 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.

AUDIT

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

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 College 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.

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, Cali-

fornia; 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, College 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, College of Arts and Sciences, in addition to the consent of the exchange college.

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, then 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.

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 is 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.

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.

CLASSIFICATION AND STATUS OF UNDERGRADUATE STUDENTS

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.

CREDIT/NO CREDIT

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

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

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

DECLARATION OF MAJOR

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

DEGREES, MAJORS & MINORS FOR UNDERGRADUATE STUDENTS

In its undergraduate programs, the University offers the degrees of Bachelor of Arts (B.A.), Bachelor of Music (B.M.), 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.)
 Administration (B.S.)
 Advertising (B.A.)
 Art (B.F.A.) (B.A.)
 Art History
 Ceramics
 Graphic Design
 Painting and/or Drawing
 Athletic Training, B.S.
 Pre-Medical 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
 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
 Elementary Education (B.S.)
 English (B.A.)
 Literature
 Professional Writing
 Exceptional Student Education (B.S.)
 Exercise Science (B.S.)
 Pre-Medical Option
 Pre-Physical Therapy Option
 Exercise Science, Five Year B.S. to M.S.

Exercise Science Minor
 Finance (B.S.)
 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.)
 Leisure and Recreation Management (B.S.)
 Liberal Studies (B.L.S.)
 Management (B.S.)
 Marketing (B.S.)
 Mathematical Sciences (B.S.)
 Actuarial Science
 Applied
 Computational
 Medical Technology (B.S.)
 Music (B.A.) (B.M.)
 Instrumental Performance
 Voice, Opera, Musical Theatre
 Sacred Music
 Nuclear Medicine Technology (B.S.)
 Nursing (B.S.N.)
 Generic
 Accelerated Option, B.S.N.
 Basic Option, B.S.N.
 L.P.N. to B.S.N. Option
 Three-Year Option, B.S.N.
 Two-Year Option, B.S.N.
 Transitional
 R.N. to B.S.N. Option
 R.N./B.S./B.A. to M.S.N. Bridge Option
 Philosophy (B.A.)
 Photography (B.F.A.) (B.A.)
 Photo/Biomedical/Forensic
 Physical Education (B.S.)
 Teacher Education Program (PE-TEP)
 Political Science (B.S.)
 Pre-Engineering
 PreK-Primary Education (B.S.)
 Pre-Law (B.A.)
 Pre-Major (Undeclared)
 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
 Theatre (B.A.)
 Acting
 Dance Theatre
 Technical Theatre
 Theatre Publicity
 Theology (B.A.)

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, Humanities, Peace Studies, Pre-Law, and International Studies.

DEGREES AND MAJORS FOR GRADUATE STUDENTS

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

School of Adult and Continuing Education

Administrative Studies, M.A.
 Public Administration, M.P.A.

College of Arts and Sciences

Clinical Psychology, M.S.
 Broadcast Communication, M.A.
 Liberal Studies, M.A.
 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.
 Public Relations and Corporate Communications, M.A.
 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, Ph.D.
 Specializations:
 Early Childhood Education
 Elementary Education
 Culture, Language, and Literacy (TESOL)
 Curriculum Evaluation and Research
 Reading
 Educational Leadership, M.S., Ed.S.
 Educational Technology Applications, M.S., Ed.S.
 Teaching and Learning with Technology
 Exceptional Student Education, M.S.
 Endorsements in Autism and Gifted
 School and Counseling, M.S., Ed.S.
 Higher Education Administration, M.S.
 Human Resource Development and Administration, M.S.
 HRDA Leadership of Not-for-Profit/
 Religious Organizations, M.S., Certificate
 Leadership and Education, Ph.D.
 Specializations:
 Educational Technology
 Exceptional Student Education
 Higher Education Administration
 Human Resource Development
 Leadership
 Marital, Couple and Family Counseling and Therapy, M.S., Ed.S.
 Marital, Couple and Family Counseling and Therapy and Mental Health Counseling, M.S., Ed.S.
 Mental Health Counseling, M.S., Ed.S.
 Mental Health Counseling and Rehabilitation Counseling, M.S., Ed.S..
 Montessori Elementary Education, M.S., Ed.S.
 Montessori Early Childhood, M.S., Ed.S.
 Reading, M.S., Ed.S., Endorsement
 Rehabilitation Counseling, M.S., Ed.S.

School of Podiatric Medicine

Doctor of Podiatric Medicine, D.P.M.
 Physician Assistant Program, M.C.M.S.
 Anatomy, Master of Science, M.S.

School of Human Performance and Leisure Sciences

Movement Science, M.S., with Specializations in:
 Athletic Training
 Biomechanics
 Exercise Science
 Sport and Exercise Psychology
 or the
 General Option
 Sport Management, M.S.
 Dual Masters Degree in Sport Management &
 Business Administration with Andreas School
 of Business, M.S./M.B.A.

School of Law*

Juris Doctor, J.D.

College of Health Sciences

Anesthesiology, M.S.
 Biology, M.S.
 Biomedical Science, M.S.
 Health Services Administration, M.S.
 Nursing, M.S.N., with Specializations in Nursing
 Education; Nurse Practitioner (Family), Nurse
 Practitioner (Acute Care); and Nursing Admin-
 istration, including a dual degree with Andreas
 School of Business, MSN/MBA
 Doctor of Philosophy in Nursing, Ph.D.
 Occupational Therapy, M.S.
 Public Health, M.P.H.

School of Social Work

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

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

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.

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. These courses include ENG 095

Basic English Composition, MA 010 Mathematics Skills for General Knowledge Test – GKT, MAT 090 Pre-Entry Math, MAT 091, Preparatory Mathematics I, MAT 093 Preparatory Mathematics II, and MAT 095 Preparatory Mathematics III. 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.

DISTRIBUTION REQUIREMENTS

Mission Statement

Informed by the Catholic and Dominican traditions, a Barry education is intentional; the values framed by the University mission are infused throughout the distribution requirements curriculum. This curriculum is designed as a liberal arts foundation to the baccalaureate degree and is based on the belief that education should empower students to believe in their ability to create a world in which hatred and injustice are opposed and in which creative and intellectual expression are celebrated.

The curriculum presents a broad range of perspectives or approaches to knowledge, including the arts, humanities, social and behavioral sciences, mathematics, natural sciences, physical sciences, philosophy, and theology. In addition, competencies in writing, reading, oral communication, critical thinking, research methodologies, quantitative reasoning, and computer technology are taught in specialized courses and embedded across the curriculum. This curriculum encourages students to gain the knowledge, skills, and values leading to success in their chosen professions as well as a disposition to critical thinking and life-long learning.

The spirit of liberal learning fosters intellectual flexibility, curiosity, and creativity; promotes a sense of social responsibility on the part of the educated person; and encourages the connection between formal learning and action for the betterment of the world and respect for human dignity.

Learning Goals

The following learning goals have been established for each curricular area of distribution requirements. Student learning outcomes for each distribution course are based on these goals.

Written and Oral Communication

Oral Communication

1. To communicate information clearly, logically, and precisely, using audience-appropriate language, during oral presentations.
2. To demonstrate effective interaction skills across dyadic, small group, and public communication settings.

3. To acquire, evaluate, and synthesize information from sources that will support arguments made during a persuasive speech.
4. To articulate sensitivity for cultural diversity and explain how that stimulates a deeper understanding and respect.

Written Communication

1. To demonstrate effective critical thinking skills and clear, precise, well-organized writing which demonstrates standard English usage.
2. To demonstrate competence in the research process by differentiating between primary and secondary sources and appropriately evaluating and incorporating source materials into written assignments.

Theology and Philosophy

Philosophy (All philosophy courses which satisfy the University distribution requirements meet at least four of the five learning goals.)

1. To understand the historical roots and development of basic contemporary issues.
2. To understand the objective nature of morality.
3. To understand that reasoning can be logically valid or invalid.
4. To understand the value of a philosophy of life (i.e., a reasonable and comprehensive world view).
5. To develop students' ability to use philosophical concepts appropriately and accurately in written and oral communication.

Theology (All theology courses which satisfy the University distribution requirements meet at least five of the six learning goals.)

1. To explore the biblical foundations of Judaism and Christianity.
2. To understand the different methods of interpreting scripture and religious traditions.
3. To understand the development of Christian doctrine in relation to contemporary culture.
4. To explore the foundations of Jewish and Christian morality.
5. To acknowledge the inherited wisdom and respective contributions of world religions to the understanding of transcendent mysteries.
6. To develop students' ability to use theological vocabulary appropriately and accurately in written and oral communication.

Arts and Humanities

Literature/Humanities

1. To explore literary texts within historical, philosophical, and cultural contexts.
2. To explore literary periods, literary genres, and critical theory.
3. To enhance the ability to read literary texts critically.

Fine Arts

1. To explore visual or performing arts within historical contexts or from creative view points.
2. To explore and understand the principles of artistic expression and the creative process.

Foreign Languages

1. To demonstrate proficiency/competence in a second language by acquiring and enhancing the understanding, reading, writing, and speaking, and show knowledge of the distinct features of the culture associated with that language.

Science and Mathematics

Science

1. To develop an understanding of scientific concepts with emphasis upon scientific observation, scientific methods, analytical thinking, and scientific literacy.

Mathematics

1. To develop habits of analytical thought and problem-solving and to appreciate the beauty and the contribution of mathematics as part of human culture.
2. To help students improve their ability to present oral and written communications of mathematical proofs, applied problems and computer-related work through assignments and class presentations.

Social and Behavioral Sciences

1. To develop a critical understanding of individual and social behavior through the concepts, theories, and methods of the social and behavioral sciences.
2. To demonstrate oral and written communicative competence in the fundamental concepts and ideas of the social and behavioral sciences
3. To identify and define the principles and strategies that can create more compassionate interpersonal relationships and social institutions based on equity and social justice.

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

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 College of Arts and Sciences.

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.

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, 091, 093, 095); not computed in GPA; equivalent to F grade.

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

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. Grade does not calculate into GPA; attempt does count for repeat purposes.
	WP/	
	WF	Grade earned for student during the 2nd 1/3 of the course. Grade does not calculate into GPA; attempt does count for repeat purposes.

Note: The plus/minus grading option is not used in the Nursing program.

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: a) whose cumulative GPA falls below a 1.00 anytime following the first semester of attendance at Barry University; or b) immediately following the second time a student's Barry cumulative GPA falls below a 2.00 (excluding the first semester of enrollment for first-time college-entering freshmen).

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.

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.

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.

INCOMPLETE

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

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.

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.

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 Affairs; 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.

PERMANENT RECORDS

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 examination, and an explanation of the grading system.
- Transfer credit is posted in summary totals on the official permanent record.

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.

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.

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.

RESERVE OFFICER TRAINING CORPS (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 produce 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 not cost. Upon being commissioned a 2nd Lieutenant in the Air Force, cadets will receive a starting salary and allowances worth more than \$35,000 per year. Free medical and dental care, 30 days paid annual vacation 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. Discuss staff organization, functions and processes, analyze counseling responsibilities and methods, examine principles of subordinate motivation and organizational change and apply leadership and problem solving principles to the complex case study/simulation.

MSL 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.

SECOND BACHELOR'S DEGREE

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 Management, 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.

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.

SUMMER SESSIONS

Summer sessions are held every year, one during May and June, and 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.

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

to a third party. If the transcript is for third party use, the name and complete address of the person or institution must be provided.

- the number of transcripts required

Additional Information:

- Signature must appear on transcript request.
- Transcript request from anyone other than the student will not be honored.
- When requesting transcripts in person, identification is required.
- Transcripts are processed within 3-5 business days upon approval from the Cashier/Business Office (CBO).
- The fee for each official transcript is \$10.00.
- Transcripts are sent by first class mail. Barry assumes no responsibility for final delivery.

Transcript requests should be mailed to:

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

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

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.

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 before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/vpaa-registrar>). 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 before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/vpaa-registrar>). No withdrawals (total or course) will be accepted after the deadline. This policy is strictly enforced.

WITHDRAWAL POLICY FOR FULL SEMESTER CLASS

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

POLICIES AND PROCEDURES

PROCEDURE FOR APPEAL OF GRADES

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

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

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

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

The following procedures are applicable in all schools and divisions with regard to challenges to grades. A student wishing to challenge a grade will proceed in the following manner:

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

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

member, and attempt an informal reconciliation. The dean will render a decision within thirty calendar days and inform the student and faculty member in writing.

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

POLICY ON MEDICAL LEAVE

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

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Affairs, the student will leave campus, be granted grades of "W" in all enrolled

courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Barry after the problem has been treated and resolved.

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

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

If a student 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 Affairs, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate healthcare professional are the basis upon which the Vice President, or his/her designee,

makes the judgment that the health circumstances causing the student to leave have been adequately addressed and that there is a reasonable assurance that the student will be able to resume his/her studies.

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

The information gathered is reviewed by the appropriate healthcare professionals at Barry and by the Vice President for Student Affairs, 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 Affairs 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

Carol Clothier, Olena Drozd, James Poulos, Mark Rokhfeld, Esther Sampol

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 the 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 writing assistance to the University community and serves the undergraduate population's needs for writing essays

and research papers and assists graduate and post-graduate 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. Satisfies 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. (TLC students only)

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 043	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

Phyllis R. Sandals, Ed.D., Director

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

Services include:

- intensive, individual, subject area tutoring to improve reading, writing, oral communication, and mathematics skills needed at the university level;
- instruction in learning and study strategies based on individual needs;
- small-group subject area tutoring;
- assistive technology;
- academic counseling and advising;
- 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.

ST 010 Strategies for Professional and Academic Success (1)

A required course designed to meet the transitional needs of college students with learning disabilities and attention deficit disorders. The course will focus on the development of self-regulating and self-advocacy skills and includes compensatory strategies to assist students in meeting the demands of post-secondary education. This is a requirement for all CAL students.

TRANSITION IN LANGUAGE AND CULTURE PROGRAM

Carol Clothier, Assistant Dean

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	Basic English Composition (3 credits)
HUM 207	United States Culture (3 credits)

ELECTIVES

SI 043	TLC/Accent Reduction (1 credit)
SI 040	Grammar and Syntax (1 credit)

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;
- Submitting the Honors Thesis Proposal by the 4th week of the enrolled semester;
- 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

Submit the Honors Thesis Proposal (by the 4th week of the enrolled semester)

Spring:
HON 479 Oral Defense (the defense should be
scheduled one month prior to graduation)

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 options. 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 75 programs in thirty countries 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 to 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 opportunity 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 Dr. Manuel Tejeda, Director of International Business, at the School of Business.

DIVISION OF INFORMATION TECHNOLOGY

Yvette Brown, M.S., Interim Chief Technology Officer

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

CENTER FOR EXCELLENCE IN LEARNING & TEACHING (CELT)

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

The Center for Excellence in Learning & Teaching (CELT) was originally created to support faculty and staff in the effective use of instructional and workplace technologies. Training for faculty and staff is regularly held for small groups in the CELT training lab, Library 301, and it is also customized according to topic, time, and location of training participants. CELT's four full-time trainers and instructional designers extend support to students via in-class orientations and guest lectures on topics such as the use of Barry's course management platform and basic applications. It also maintains an online orientation for students that addresses student computing in general, with a special focus on

distance learning ([http://student.barry.edu->Academic Resources->Distance Learning & Teaching](http://student.barry.edu->AcademicResources->DistanceLearning&Teaching)). The faculty is updated regarding trends in instructional design through two newsletters published by CELT (DoIT News and CELT Review Newsletter, [http://bucwis.barry.edu->News and Publications](http://bucwis.barry.edu->NewsandPublications)) and it collaborates with the Faculty Senate to provide special faculty development events. Call 305-899-4005 for more information.

DESKTOP COMPUTING SERVICES

Wesley Ng-Fook, B.S., 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. They provide support to students connecting to BarryNet, which is the university's wired and wireless network. They also provide support to all students experiencing problems accessing on-line resources such as the library's electronic databases and their Barry email account. In addition to this, they assist students with username and password issues.

The IT Support Desk is located in Garner Hall, room 241, and can be contacted by calling (305) 899-3604, by visiting the support website at <http://help>.

barry.edu, or by sending e-mail to helpdesk@mail.barry.edu. The hours of operation are available on the support website and by calling. Barry University has an arrangement with Dell Computer Corporation where educational pricing is extended to students, faculty, and staff interested in purchasing PC's, peripherals, and software. In addition to this, Microsoft Office Professional is available to students for purchase at a significantly discounted price. Visit <http://help.barry.edu> for further information.

INSTRUCTIONAL COMPUTING SERVICES

Hernan Londono, M.S., Associate Dean, Instructional Computing Services

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

John Beynon, M.S., Manager

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

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

Lab Hours (During Fall and Spring Semesters)

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

Sunday	12:00 PM – 10:00 PM
Monday – Thursday	7:30 AM – 12:00 AM
Friday	7:30 AM – 10:00 PM
Saturday	8:00 AM – 10:00 PM

Special hours are kept over holiday periods, end-of-semester periods, and summer sessions. Current computer lab hours can be obtained at (305) 899-3893 or at Barry University Web site.

Printing Services

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

Audiovisual Department

Lynch Hymn, B.L.S., Manager

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

David Brinkley Studio

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

The David Brinkley Studio provides resources for Communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the video-taping of community and campus events, and the broadcasting of television courses. The studio is also available for commercial productions when not engaged in educational endeavors. For additional information, contact the studio manager at (305) 899-3462.

LIBRARY SERVICES

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

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

PUBLIC SERVICES

Beverly Brown, Head

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

Library hours (during fall and spring semesters)

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

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

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

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

REFERENCE SERVICES

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

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

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

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

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

TECHNICAL SERVICES

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

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

NETWORK AND INFORMATION SYSTEMS

Justin Moses, Director for Server and Messaging Systems

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

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

Computer Accounts

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

Web Based Email System

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

Remote Access Services

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

INFORMATION TECHNOLOGY INFRASTRUCTURE SERVICES

Terry Kushi, Director

Information Technology Infrastructure Services installs, manages, and maintains the structured cabling network that provides the physical connectivity for users clients. This allows user clients to access BarryNet applications, the library system, the administrative system, telephone service and the Internet. The Barry University enterprise network is comprised of over 3,550 Ethernet connection points that are accessed through 147 switches located in 75 buildings.

Information Technology Infrastructure Services installs, manages, and maintains the structured cabling network that provides the physical connectivity for users in 15 off-campus sites throughout the state.

Information Technology Infrastructure Services manages, installs and maintains the Cisco CallManager IP Telephony System that provides IP Telephony for user clients in the upgraded offices both on the main campus and remote campus sites.

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION

Carol-Rae Sodano, Ed.D., Dean
 Thomas Ayers, M.S., Executive Associate Dean
 Judith O. Brown, Ed.D., Associate Dean
 Lee Dutter, Ph.D., Associate Dean
 Marilyn Jenkins, Associate Dean
 Patricia D. LaBahn, Ph.D., Associate Dean
 Heidi McLaughlin, D.B.A., Associate Dean
 Charles McBee, M.S., Assistant Dean
 Carlos Pineiro, M.S., Assistant Dean
 Anita Zavodska, Ph.D., Assistant Dean

Faculty: Alexakis, Allen, Braunstein, Brock, Davis, Deeb, Feito, Horner, Kinzel, Loutzenhiser, Luckett, Maybee, Meloun, Olson, Orman, Pita, Provitera, Mitchell-Reed, Rushing, Scully, Sussman, Swaner, Zavodska

STATEMENT OF PURPOSE

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

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

Adult students often have attained knowledge outside of the classroom that is appropriate for academic credit. The School of Adult and Continuing Education grants such credit toward an undergraduate degree if students can demonstrate college-level learning. Each student works with an academic advisor who assists the student in preparing for the assessment of experiential learning.

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

DEGREE/MAJOR PROGRAMS

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

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

Students in the B.S. in Administration may pursue a specialization in Health Services Administration, Human Resource Administration, or Organizational Leadership.

Degree seeking students may pursue a minor in Administration, Information Technology, Legal Studies, Network and Systems Engineering, Public Administration or Software Engineering.

Post-baccalaureate students may pursue a certificate in Health Services Administration, Human Resource Administration, Information Technology, Legal Studies, Network and Systems Engineering, Public Administration, or Software Engineering.

For details on these specializations, minors and certificates, consult the ACE Student Bulletin.

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 possess 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 possess 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.

NEW STUDENT INFORMATION

ORIENTATION COURSE

New students with 30 credits or less are required to complete ORI 202 Introduction to the College Experience.

COMPUTER PROFICIENCY ASSESSMENT

All Adult and Continuing Education (ACE) students are required to demonstrate computer proficiency through a successful completion (a grade of C or better) of CAT 102. This requirement may be also satisfied through equivalent computer coursework approved by the IT Academic Coordinator and accepted in transfer by Barry University. Students must fulfill this requirement during the first year of enrollment. Students may test out of CAT 102, IT 190, or IT 200 courses through "Credit by Examination". These challenge exams, which require the payment of a non-refundable fee, may only be attempted once. The Challenge Exam results are final and cannot be discussed or disputed regardless of the circumstances.

ENGLISH PLACEMENT ASSESSMENT

Before or during their first semester (Session A or B), students must take the English Placement Assessment during which they have one-and-a-half hours to write a brief essay based on an assigned reading of general interest. The essays are evaluated by ACE English instructors who identify the students' first writing courses. Each student will be placed in a course within the English writing curriculum: ENG 102, ENG 202, and ENG 302. Students must enroll in an English writing course within the first two semesters.

MATHEMATICS SKILLS ASSESSMENT

The Mathematics Skills Assessment 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 Assessment consists of forty multiple choice questions which the student will have one hour to answer. Resulting scores

will range from 0 to 40. Students will be advised into course work based on their scores, which may include either MAT 090 and MAT 091, or 091, prior to enrolling in MAT 107 or MAT 152, within their first year at Barry. MAT 090, Pre-Entry Math, is a 3-credit course that prepares students for the algebra in MAT 091 by strengthening their basic arithmetical skills. MAT 091, Preparatory Mathematics I, is a 3-credit course that prepares students for MAT 107 and MAT 152 by strengthening their basic algebraic skills which are needed for college-level work in mathematics. MAT 090 serves as a base for MAT 091. Once students earn a CR in MAT 090, they may register for MAT 091. If they earn a grade of NC, they will need to retake MAT 090 and/or MAT 091. Neither course fulfills distribution or degree requirements and both are graded using the CR/NC option, where CR stands for credit and NC stands for no credit. Students should take MAT 107 or MAT 152 as soon as possible following MAT 091, as delay in taking the mathematics classes may lead to a loss of proficiency in the subject matter.

THE PORTFOLIO

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 disciplines in order to receive credit for professional work experience or community service: General Administration, Behavioral Sciences, Communication, Humanities, Natural Sciences, Social Sciences, Special Topics: Computer Sciences, Education, Legal Studies.

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 302 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.
5. Students attended a portfolio seminar
6. Student's Goals Statement and Autobiographical Learning Essay has been reviewed by the writing lab or site tutor.

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.

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.

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 and Literature, Psychology, or Social Welfare Services. Students interested in earning a second specialization should discuss this with an Academic Advisor.

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

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO OPTION:

UP TO 30 CREDITS (of which six credits can be used in specialization electives)

ELECTIVES:

VARIABLE (STUDENTS SELECT COURSES IN ANY APPROVED AREA.)

AREA OF SPECIALIZATION:

AT LEAST 21 ELECTIVE CREDITS

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

- Behavioral Sciences (24 credits)
- Humanities and Literature (30 credits)
- Psychology (24 credits)
- Social Welfare Services (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 30 credits for Humanities and Literature, 24 credits for Psychology, Behavioral Science, and Social Welfare Services).
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 Behavioral Sciences, Psychology and Social Welfare Services 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 Behavioral Sciences, Psychology and Social Welfare Services. 24 of 30 credit hours must be upper division courses for the Humanities and Literature 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 aggregate credits in portfolio and/or transfer into the specialization electives of the Behavioral Sciences, Humanities and Literature with the academic coordinator's approval.
8. Up to 3 upper-level portfolio and/or transfer credits into the specialization electives of Social Welfare Services with academic coordinator's approval.
9. No portfolio credits may be transferred into the Psychology specialization electives.

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 coursework in their chosen professional field.

The program requires students to complete an area of specialization. However, students may opt to complete both a portfolio and a specialization. The portfolio provides the mechanism for translating the documented learning experiences into Barry University credit. Students interested in earning a second specialization should discuss this with an Academic Advisor.

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO OPTION:

UP TO 30 CREDITS (of which six credits can be used in specialization electives if not transferred into degree)

ELECTIVES:

VARIABLE (STUDENTS SELECT COURSES IN ANY APPROVED AREA.)

AREA OF SPECIALIZATION (Mandatory):

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 courses in the following areas:

- Administration
- Exercise Science
- Health Services Administration
- Human Resources Administration
- Information Technology
- Legal Studies
- Network and Systems Engineering
- Personal Financial Planning
- Public Administration
- Software Engineering
- 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 Administration, Legal Studies, Public Administration, Human Resources Administration, Health Services Administration—*up to 6 credits in portfolio and/or transfer into certain specialization electives. Please consult with an ACE Academic Advisor.*

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. At select locations, a specialization in Parks and Recreation Management is available. See the ACE Student Bulletin for details.

DISTRIBUTION REQUIREMENTS: 45 CREDITS

PORTFOLIO OPTION:

UP TO 30 CREDITS (of which 21 credits can be used for “Additional requirements” minus any transfer credits)

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

Required 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

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 pro-

gram director in health service administration, parks and recreation, 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.

BACHELOR OF SCIENCE IN ADMINISTRATION

The Bachelor of Science in Professional Administration degree is designed to provide students with the administrative and leadership competencies needed by all organizations, whether private, public or non-profit, in order to achieve their missions and achieve their goals. Course offerings focus on contemporary organizational theory and practice, with emphasis on workplace applications.

The program of study, while addressing a broad range of organizational principles and practices, also allows for individualized emphasis in minor areas such as Information Technology, Network and Systems Engineering, Legal Studies, and Public Administration.

In completing the requirements for the Bachelor of Science in Administration major, students will select either a major of 45 credits consisting of core coursework and an approved minor; or a major of 30 credits of core coursework and the Experiential Learning Portfolio Option*.

***Experiential Learning Portfolio Option:** A student can earn up to 30 credits for college level learning acquired through work experience and/or community service.

NOTE: Students NOT choosing to do a specialization ARE REQUIRED to submit an Experiential Learning Portfolio in order to satisfy the degree requirements.

DEGREE REQUIREMENTS:

DISTRIBUTION COURSES	45 credits
MAJOR CORE	30 credits
SPECIALIZATION OPTION	15 credits
PORTFOLIO OPTION	up to 30 credits
ELECTIVES	Variable
Minimum Total Degree Requirements	120 credits
Required Courses	18 credits

ADM 303	Administrative Theory & Practice*
ADM 306	Services Marketing**
ADM 320	Financial Administration
ADM 353	Leadership Development
ADM 412	Quality & Productivity

ADM 464 Strategic Human Resource
Administration

ADM 499 Administrative Capstone Course

* or the approved substitute: MGT 305 Organizational
Behavior and Management

** or the approved substitute: MKT 306 Marketing
Concepts and Applications

Additional Requirements 12 credits

**Any four ADM, PUB, HSA, IT, PLA, ACC, BUS,
ECO, FIN, MGT, MIS, or MKT prefix courses not
used to satisfy the above required courses.**

Portfolio and/or Transfer Credits

The majority of a student's major coursework must be taken at Barry University. Up to 6 credits from the student's portfolio and/or transfer credits may qualify to be used toward the additional requirements.

PLEASE NOTE:

- (1) Some minors may not be offered at all ACE course delivery sites.
- (2) Specialization courses may not duplicate courses used to satisfy the major core.

BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION DEGREE PROGRAM

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 if not transferred into the degree)

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

Required Electives

12-15 credits

HSA 301 The Health Care System
HSA 459 Independent Study in Health Care

Approved ADM, PUB, or PSY courses.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

The Bachelor of Science 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, Software Engineering, 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. See the ACE Student Bulletin for additional details.

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 COURSE 3 CREDITS

CAT 102 Basic Computer Applications*

Required Courses 30 credits

IT 190 Microcomputer Operating Systems*
 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 Project Management
 CS 426 Databases
 IT 499 Integrated Capstone Project
 One three-credit 300 or 400 level CS, IT, or NSE course

* Students may attempt to earn "Credit by Examination".

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 Professional 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

Required Electives 15 credits

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

Remaining elective credits 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. A grade of C or higher in each Legal Studies course is necessary to satisfy the Legal Studies major requirements.

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

Rolling Hills Complex
8001 S.W. 36 Street, Suite 1
Davie, FL 33128
Telephone: (954) 472-1160

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

1501 N. Corporate Drive, Suite 230
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

Barry University at Polk Community College

999 Avenue H, NE
Winter Haven, FL 33881
Telephone: (863) 297-1010 (ext.5901)

Collier/Lee Counties

12381 S. Cleveland
Suite 502
Fort Myers, FL 33907
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

Barry University at Santa Fe Community College

3000 NW 83 Street
Bldg. R – ROOM 244
Gainesville, FL 32606
Telephone: (352) 395-6373

Brevard County

135 E. Merritt Avenue
Merritt Island, FL 32953-3410
Telephone: (321) 453-6253

1333 Gateway Drive,
Suites 1018-1019
Melbourne, FL 32901
Telephone: (321) 409-5553

Barry University at Polk Community College

999 Avenue “H”, NE, WAD-Station S
Winter Haven, FL 33881

Orlando Area

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

Florida Mall Business Center
1650 Sandlake Road, #390
Orlando, FL 32809-9108
Telephone: (407) 438-9774

Barry University at Seminole Community College

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

Barry University at Central Florida Community College

University Center
3001 SW College Road
Ocala, FL 34474
Telephone: (352) 854-2322 ext. 1805

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.

NOTE: FOR A COMPLETE LIST OF ALL COURSES OFFERED, CONSULT THE ACE STUDENT BULLETIN

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

335 Employment Law

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as PLA 335).

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

The course focuses on issues such as continuous improvement, organizational change, teamwork, motivation and leadership which support both quality and productivity in organizations.

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.

499 Administrative Capstone Course

This is a course in which students integrate and synthesize the learning experience acquired in the administration program. Students will demonstrate mastery through the completion of a research paper, case study and comprehensive exam. Prerequisites: completion of core courses.

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)

Computer Applications prefix: CAT**102 Basic Computer Applications**

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

English Prefix: ENG**102 College Writing for the Adult Learner**

This course introduces the adult learner to utilizing the writing process to meet the expectations of an academic community, with emphasis on audience, aim, and mode. The focus is on writing as communication, employing the writing process to produce idiomatically and grammatically correct prose to convey ideas at the college level. ENG 102 prepares students to enroll in ENG 202. Placement is by the School’s assessment instrument. A minimum grade of C is required. Two attempts maximum.

202 Strategies for College Writing

This course solidifies students’ understanding and application of strategies for producing expository prose that is revised and edited to be suitable for an academic audience. It emphasizes that writing is a process rather than merely an act of recording and that writing is a tool of learning, the disciplined means of both gauging our own thinking and creating meaning. ENG 202 prepares students to enroll in ENG 302. Placement is by the School’s assessment instrument or by successful completion of ENG 102. A minimum grade of C is required. Two attempts maximum.

302 Academic Writing and Research

This is an advanced writing course stressing the analytical thinking and writing skills common to a host of academic disciplines. The course offers instruction in effective and persuasive research methods while examining aspects that contribute to analytical discourse such as rhetorical styles and arrangements, the linking of evidence to claims, patterns of induction and

deduction, and the testing and strengthening of a thesis. A minimum grade of C is required. Two attempts maximum. (Mandatory Course). Prerequisite: ENG 202

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 302

348 Caribbean Literature

Study of representative works from the region known as the Caribbean. Texts are examined within their socio-political 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 302

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 302

353 Technical and Professional Writing

This course will help students communicate purposefully and clearly at the workplace. The course provides an overview of writing and rhetorical strategies that will be of interest to those writing and speaking professionally in a number of sectors, including police and emergency, utilities, tourism and hospitality, entertainment, health care, human resources, non-profit, corporate, and small business/entrepreneur. Does not fulfill distribution requirements

Environmental Science Prefix: EVS

306 Environment

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

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 ecosystem. 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 Operating Systems**

This introductory level course discusses how a computer operating system works. Emphasis is placed on how to install, configure, and manage personal computer (PC) operating systems. Students will learn to maintain, troubleshoot, and upgrade microcomputer software, and develop hand-on technical skills using current architectures as needed to support PC environments. Prerequisites: CAT102

200 Foundations of Information Technology

This course is intended to provide students with an understanding of computer-based information systems and technologies, as well as the strategies used for managing them. The course examines the dynamic interaction of people, technology, and organizations engaged in and affected by the collection, retention, and dissemination of information through the use of hardware and software. Prerequisite: CAT 102.

310 Telecommunications and Computer Networks

The role of telecommunications and computer networks in information systems will be examined from the technical fundamentals and organizational perspectives. Strategies, tools, and techniques for network planning, implementation, management, maintenance and security are emphasized. Prerequisite: IT 200, IT 190, CAT 102.

320 Computer Security

This course is designed to provide students with an awareness and understanding of computer and network security issues that threaten and concern users and organizations that utilize information technologies. Security challenges and countermeasures are examined to provide a framework for creating and implementing viable preventive and responsive procedures. Prerequisite: IT 200, IT 190, CAT 102.

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. Prerequisite: CAT102, 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: CAT102, IT200, and preferably IT338.

351 Voice and Digital Communication

The design and operational principles for communications 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 roles of project management systems in planning, and decision making are emphasized. Prerequisite: CAT102, IT 200.

402 Advanced Topics in Signaling Systems

This course analyzes the technology and impact of modern, high speed 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. Prerequisite: IT 351.

403 Customer Service Information Systems

This course analyzes the measuring, monitoring, and reporting aspects of customer service and help desk systems. Technical and soft skills involved in the collection and dissemination of support information are discussed. Tools and techniques used by support professionals to diagnose and document service and support events are considered. The course also addresses the process of establishing and communicating precise service and product baselines that incorporate statistical and measurement aspects. Prerequisite: CAT 102, 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. Prerequisite: IT 310.

450 Administrative Information Systems

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 is explored. Prerequisite: CAT 102, 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. Prerequisite: 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. This course should be taken in the final term of student's enrollment, prior to graduation. (See BSIT course sequencing chart).

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 302.

320 Civil Litigation

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

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 on arbitration. (Same as ADM 330)

335 Employment Law

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as ADM 335).

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.

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 (Mandatory course for students with 30 credits or less in transfer).

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

Photography Prefix: PHO**317 Photography: The Camera**

Students will develop an appreciation of the aesthetics of photography through the creative use of such techniques as film usage, shutter speed, lenses, apertures and filters. Modes of instruction will include lecture, demonstrations, readings, writing, discussion, and field classes. 35 mm camera required.

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

425 Introduction to Psychotherapy and Counseling

Critical analysis and evaluation of models and methods of psychotherapy and counseling used to ameliorate psychological problems in children, adolescents and adults. Topics covered include stages of psychological treatment, therapist/client relationship and engagement, multiculturalism, ethics, and standards of professional conduct. The empirical support for models of psychotherapy along with case applications will be stressed. Prerequisites: PSY 281, PSY 413.

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 Services Prefix: SWS

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.

COLLEGE OF ARTS AND SCIENCES

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

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

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

Carol Clothier, M.S., Assistant Dean

The College 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 interests and needs. In keeping with the university mission and the Adrian Dominican tradition, the College emphasizes each student's academic, personal, ethical, and spiritual growth and development. Through academic programs, co-curricular activities, and faculty scholarship, the College 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 College 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 College includes ten departments:

- Biology
- 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 College offers 27 undergraduate majors as well as additional courses in ten support areas. In addition to this diversity of disciplines, the College 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, fire-fighting, etc.) will be accepted as general electives only.

College of Arts and Sciences Student Competencies

All students graduating from the College 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 College 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, 190 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

Advertising	Department
Art	Communication
Painting and/or Drawing	Fine Arts
Ceramics	
Graphic Design	
Art History	
Biology	
Biotechnology	
Marine Biology	
Pre-Dental	
Pre-Medical	
Pre-Optometry	
Pre-Pharmacy	
Pre-Physical Therapy	
Pre-Physician Assistant	
Pre-Podiatry	
Pre-Veterinary	
Broadcast Communication	Communication
Chemistry	Physical Sciences
Environmental	
Pre-Dental	
Pre-Medical	
Pre-Pharmacy	
Biochemistry	
Communication Studies	Communication
Computer Information Sciences	
Computer Science	Mathematics and Computer Science
Criminology	Mathematics and Computer Science
English	Sociology and Criminology
Literature	English and Foreign Languages
	Professional Writing
	Sociology and Criminology
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	
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	
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 College 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 College 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 College 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 College 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 College 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 College 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 College 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 College 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 College of Arts and Sciences offers a Bachelor of Arts in General Studies as follows:

- General Education: 51-52 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 biology, chemistry (excluding CHE 110), math (excluding MAT 090, 091, 093, 095, 097), 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 BIOLOGY

Faculty: Bill, Ellis, Hengartner, Hu, Lin, Macia, Montague, Mudd, Petrin-Lin, Redway, Sanborn, Schoffstall, Shaw, Vega

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 providing an alumni form to the senior academic advisor and participation in an exit forum.

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.

Courses taken in the School of Adult and Continuing Education are not allowed except for students in the Histotechnology or Medical Laboratory Science programs.

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 be-

havior 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-Dental, Pre-Medical, 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/College of 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 Ar-

kansas 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; Case Western University; 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-Dental, Pre-Medical, 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 (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.

40 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. Ecology: Biology 312
4. Oceanography: Biology 305
5. Comparative Anatomy: Biology 225
6. Comparative Physiology: Biology 335
7. Internship: Biology 420 (highly recommended)
or Research: Biology 295, 395, 495
8. Genetics: Biology 341 (recommended)

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 344 (recommended); Mathematics 211 (note prerequisites); and 4 s.h. of physics.

Biology Major (excluding Pre-Dental, Pre-Medical, 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 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 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.

Biology Minors

A minor in **Biology** requires 20 credits including two lab courses, including BIO 104, 104L Biological Foundations or equivalent. One upper level course is strongly recommended. Courses such as BIO 300 that do not count towards the major, do not count towards the minor either. 10 credits must be taken at Barry University.

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.

Semester offerings in parentheses are when courses are generally offered, and also do not apply to the schedule for students enrolled in the Adult Biology Evening Programs.

A grade of "C" or better is required in all prerequisite courses prior to taking the course for which they are required.

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. (101 Fall, 102 Spring)

103 Biological Crisis (3)

The study of biological disorders that may be attributed to genetic abnormalities, infectious diseases, drugs, alcoholism, pollution, cancer, and stress. (Occasional offering)

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) (Fall)

112 Botany (Lecture 3, Lab 1)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: BIO 104 lecture. (special fee) (Spring, Summer)

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. (Spring)

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. (Fall)

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. (Occasional offering)

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) (Occasional offering)

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. (Occasional offering)

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: BIO 104 lecture. (special fee) (Fall, Summer)

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) (Fall, Spring, Summer)

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: BIO 216 or equivalent. (special fee) (Alternate years, Spring)

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) (Fall, Spring, Summer)

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) (Fall, Spring, Summer)

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: BIO 104. (special fee) (Summer)

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: BIO 220 or 230 lecture. (special fee) (Fall, Spring, Summer)

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) (Fall, Spring, Summer)

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: BIO 104, BIO 235; CHE 343. (special fee) (Occasional offering)

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: BIO 104 or permission of instructor. (Alternate years, Fall)

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. (Fall, Spring, Summer)

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. (Alternate years, Spring)

305 Introduction to Oceanography (3)

Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: CHE 111-112. Recommended: 4 s.h. of physics (PHY 151 or 201, 202) (Alternate years, Spring)

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: BIO 104 or 216. (special fee) (Spring)

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: BIO 112 and 216, or equivalent. (special fee) (Fall)

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; CHE 152

or 343. (special fee) (MLS/Histotechnology students take lecture only.) (Spring)

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: BIO 104 or equivalent; Pre- or Co-requisite: CHE 152 or 343. (Special fee) (MLS/Histotechnology students take lecture only; advisor approval required.) (Fall)

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: BIO 220 or 225 or 230, 330; CHE 343. (special fee) (Spring)

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: BIO 225; CHE 343. (special fee) (Alternate years, Spring)

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). (Occasional offering)

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: BIO 104 or equivalent; CHE 152 or 343 or permission of instructor. (special fee) (MLS/Histotechnology students take lecture only.) (Spring)

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: BIO 104 or equivalent. (special fee) (MLS/Histotechnology students take lecture only.) (Every third semester, excluding summer sessions)

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.)

352 Biochemistry (Lecture 3, Lab 1)

Molecular structure in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. Same as CHE 352. Prerequisites same as CHE 352. (Fall)

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. (Alternate years, Spring)

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. (Occasional offering)

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. (Occasional offering)

420 Marine Field Study (3-10)

An opportunity for the student to work in the marine field for both individual and group projects at an off-campus facility. Prerequisite: 16 s.h. Biology course work. (Cost variable.) (Dean's permission required.) (Fall, Spring, Summer)

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. (427 Fall, 428 Spring)

440 Evolution (3)

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: BIO 112 and 216 or equivalent; BIO 220 or 225 or 230. (Fall)

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: BIO 104; BIO 220 or 225 or 230. (special fee) (Every third semester, excluding summer sessions)

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: BIO 104 or equivalent, BIO 220 or 225 or 230. (special fee) (Every third semester, excluding summer sessions)

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: BIO 104, BIO 253; and any one of the following: BIO 325 or BIO 330. This is an upperlevel course and it is recommended that students take at least two upper level (300+) biology courses before registering for this course. (Occasional offering)

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. Prerequisites: BIO 104 and any one of the following BIO 253 or BIO 325 or BIO 330. (Fall)

465 Environmental Field Study (1-15)

An opportunity for students to work in the field of environmental science on individual or group projects. (Dean's permission required.) (Fall, Spring, Summer)

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). (Fall, Spring, Summer)

475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology. (Spring)

DEPARTMENT OF COMMUNICATION

Faculty: Chojnacki, 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 College 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: 51-52 credits

SPE 101 is required as part of Distribution

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 Foundations	3 cr.
PHO	305	Computer Imaging	3 cr.

Business Co-requisites:		6 credits
MKT	306 Marketing Concepts & Applications	3 cr.
MKT	385 Consumer Behavior	3 cr.
General Electives:		17 or 18 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: **51-52 credits**
SPE 101 is required as part of the Distribution

Department Requirements: **3 credits**
COM 201 Introduction to Communication 3 cr.

Broadcast Communication Requirements: **24 credits**
COM 200 Introduction to Mass Media 3 cr.
COM 204 Writing for the Media 3 cr.
COM 214 Television Production 3 cr.
COM 314 Advanced Television Production 3 cr.
COM 490 Public Affairs Producing (**capstone**) 3 cr.
COM 495 Communication Law 3 cr.
COM 497 Media Management 3 cr.
COM 499 Internship 3 cr.

Broadcast Communication Major Focus
(complete one focus) **9 credits**

Television & Video Production Focus: **9 credits**
COM 420 Media Programming 3 cr.
COM 456 Advanced Video Editing 3 cr.
COM 491 Television Directing 3 cr.

OR

Broadcast News Focus: **9 credits**
COM 318 Radio & TV Reporting 3 cr.
COM 418 Broadcast News 3 cr.
COM 421 Ethics in the News Media 3 cr.

Communication Electives (Courses designated
ADV, COM, JOU, or SPE 300 & 400 level) **6 credits**

Minor (a minor is strongly recommended) **21 credits**

General Electives **6 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: **51-52 credits**
SPE 101 is required as part of the Distribution

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: **18 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.

Minor: **21 credits**
General Electives: **5-6 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.

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: 51-52 credits
SPE 101 is required as part of the Distribution

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.
ENG	374	Writing for the Internet	3 cr.
ENG	344	Professional Editing or	
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	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.
SPE	415	Speech Research, Writing, & Delivery	3 cr.
COM	484	Public Relations/Advertising Research	3 cr.
ADV	301	Principles of Advertising or	
COM	495	Communication Law	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, and MAT 152 or permission of the instructor.

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 or permission from the instructor. Same as COM 484.

499 Internship (3-12)

Practical experience in advertising 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.

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.

318 Radio and TV Reporting (3)

Researching, writing, taping and editing news stories for radio, television and the internet. Includes discussion and application of gate keeping functions: story selection and story order in a newscast. Prerequisites: COM 204, and COM 314.

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 (2)

Advanced development of skills in communication related settings. Prerequisites: COM 301 and COM 314 or permission of Department Chair.

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.

421 Ethics in the News Media (3)

The exploration of ethical systems and their application to socially, professionally and personally responsible decision making in news media, including radio, television and the internet. Prerequisite: COM 418.

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 permission of the instructor. 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 or permission from the instructor. Same as ADV 484.

490 Public Affairs Producing (3)

In this course students function as full-charge producers in the pre-production stage of public affairs program development, and then as production crew during taping. Student producers are responsible for identifying a topic, and selecting and gaming the co-operation of a program host and guests. The student producer conducts background research on the topic, scripts the intros, transitions, and closes for the program, prepares a topic background file for the host,

and then prepares sets of suggested questions to be used during the opening, body, and closing phases of the program.

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.

497 Media Management (3)

The theory of management applied to issues in radio, television or the internet. Practical experience in examining and resolving business problems in personnel, promotion, sales, advertising, content and regulation. Participation in a major project required. Prerequisite: Senior standing (90 credits) or permission of the Instructor and Department Chair.

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/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.

NON-DEGREE PROGRAM**SPEECH****Course Descriptions—
Speech Prefix: SPE****101 Fundamentals of Speech (3)**

Study and practice of basic public communication skills. Communication majors minimum grade of "C" required.

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/NC 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, Ferstle, Fishman, Gordon, Greenbaum, Mott, Nodarse, 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 336 Latino/Latina Literature
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 410 Advanced English Grammar
- 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
- JOU 416 Investigative Reporting
- 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 present.

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.

336 Latino/Latina Literature (3)

Study of poetic and narrative works representing distinct Latino groups. Texts are examined within their sociopolitical and historical contexts. Latino/a writers bring together the Hispanic and U.S. literary traditions and provide a new literary perspective based on their history, migratory experience, and cultural diversity. Issues such as race, class, and gender, as well as ethnic and national identity, are thoroughly examined.

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 or permission of chair. 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 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 TH 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 TH 440.

441 Contemporary Theatre (3)

A survey of theatre production in the 20th and 21st Centuries, with selected readings. 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. Pre-requisite: 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:

- 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.
- 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.

- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 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.
 - 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.

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	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:

ENG	410	Advanced English Grammar	3
SPA	315	Reading and Writing I	3
SPA	316	Reading and Writing II	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.

307 Advanced Conversation (3)

Development of speaking skills. Prepared and extemporaneous dialogues, reports, skits on real-life situations, and other projects. For non-heritage 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.

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.

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 Mallarmé.

460 Contemporary Literature (3-6)

Main currents of thought and choices in literary style among contemporary authors.

461 Twentieth-Century Theatre (3-6)

Plays and dramatic theories of representative dramatists of the twentieth century.

487 Senior Seminar (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.

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

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

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

201-202 ASL III, IV (3)

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

FILM STUDIES

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

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

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

COM 366 History of the Moving Image (3)

This course examines the development of the media that utilize the moving visual image. The first focus of the course will be the history of cinema from the 1890's to the present. The second emphasis will be of the history of television from the early 20th century to the present. Through examination of the history of these two highly influential media, the student will gain an understanding of why and how the film and TV industries have arrived at their current status. In addition to class meetings, students will be required to attend one weekly screening of a classic example of the medium from the period under discussion.

PHO 421 History of Photography, Film, and Art (3)

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

ENG 449 Film Theory and Criticism (3)

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

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 JOU			9

Course Descriptions

Journalism Prefix: JOU

207 Introduction to Journalism (3)

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

241 The Press in Contemporary Society (3)

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

243 News Reporting, Writing, and Editing (3)

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

300 Special Topics (3-9)

Diverse courses on specialized forms of reporting will be offered periodically depending upon interest and need. e.g., Editorial and Persuasive Writing; Critical Writing and Reporting; Seminar in Journalism; Environmental Ecology and Reporting; Writing for Religious Publications; Sports Writing.

301 Practicum I (1)

Development of skills in journalistic settings. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. Prerequisites: ENG 111 and JOU 207 or permission of Department Chair. May be repeated for a maximum of 3 credit hours.

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: PHO 203. (Special fee) (Same as PHO 315)

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 or permission of chair. 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: 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.

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.

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 COM 498.

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

Silvia Lizama, M.F.A., Chair

Faculty: Camacho, Coulter, Curreri, Ewing, Houston, Lizama, Mason, Murphy, Rios, Rockwell, Rytteke, Weber

MISSION OF THE DEPARTMENT

The goals of the Department of Fine Arts 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 instructed, encouraged, and nurtured in preparation for graduate studies and careers in a variety of areas related to the performing arts, the visual arts, and liberal arts.

PROGRAMS OF STUDY

The Department of Fine Arts is comprised of both the Visual Arts and the Performing Arts, and offers seven comprehensive degree programs: the B.F.A. and B.A. in Art; the B.F.A. and B.A. in Photography; the B.M. and B.A. in Music; and the B.F.A. and B.A. in Theatre. Within each degree program, specializations are offered. These consist of the following: for Art — graphic design, painting and/or drawing, ceramics, art history; for Photography — creative photography, digital imaging, biomedical/forensics photography, photo/communication; for Music — instrumental performance, voice/opera/musical theatre, sacred music; and for Theatre — acting, technical theatre, dance theatre, and theatre publicity.

In addition minors are offered in Art, Art History, Photography, Music, Dance, and Theatre. Photography also offers a Certificate in Photography.

ART (B.F.A., B.A.)

The Fine Arts department offers three specialized programs within the Art major: Studio Art, Graphic Design, and Art History. It also offers two degree programs: the Bachelor of Fine Arts (B.F.A., 60 credits) and the Bachelor of Arts (B.A., 39 credits).

The Studio and Graphic Design programs are designed to prepare 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 Studio Art and Graphic Design. The Bachelor of Art (B.A.) is the degree awarded for the study of Art History. Art courses are recommended for non-majors who wish to enrich their lives and develop new skills and for students who wish to minor in Studio Art or Art History.

The Department also offers minors in Art and Art History.

All transfer students must complete more than 30 credits in the Bachelor of Fine Arts program or more than 20 credits in the Bachelor of Arts program. No more than 29 credits will be accepted toward the BFA program and no more than 19 credits toward the BA program. Transfer credits exceeding the transfer allotment will be accepted as general elective credits only and cannot be used to replace required coursework.

See the Transfer Credit Policies section for a detailed description of the Barry University Transfer Policy.

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
- **Art History Specialization;** B.A. degree

Degrees in Art and Art History

The major in Art offers two degrees:

- **Bachelor of Fine Arts (B.F.A.),** requiring 24 credits of the core curriculum (either Studio Art Core or Graphic Design Core), plus 30 credits of art electives and 6 credits of art history electives.
- **Bachelor of Arts (B.A.)** in Studio Art, requiring 24 credits of the core curriculum, plus 12 credits of art electives and 3 credits of art history electives.
- **Bachelor of Arts (B.A.)** in Art History, requiring 24 credits of the core curriculum, plus 15 credits of art history electives and, when the student is not also doing a minor, 6 credits of art history cognate courses.

Minors in Art and Art History

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 – Studio Art

A minimum grade of C is required in all major and minor courses. To demonstrate high professional standards, graduating studio 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.

Graduation Requirements – Art History

The specialization consists of 39 credits, for those students who are also completing a minor. For those choosing to complete a single major without a minor, an additional 6 credits of cognate courses are required. To demonstrate high professional standards and to satisfy the University's requirement for an integrative experience, graduating art history students must write a senior paper, incorporating original analysis from multiple perspectives. Upon completion, a shortened version of the paper will be presented to student and faculty members of the department, a counterpart to the senior exhibition requirement for studio majors. A minimum grade of C is necessary in all required art history courses.

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		24 credits
ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 364A	Figure Studies	3 cr.
ART 487	Professional Practices in Art	3 cr.
Painting/Drawing Electives		18 crs. (BFA) 12 crs. (BA)
ART 260	Basic Painting	3 cr.
ART 265	Basic Painting II	3 cr.
ART 359	Independent Study	3 cr.
ART 364	Figure Studies (A, B, C....)	3-15 cr.
ART 365	Painting/Drawing (A, B, C....)	3-18 cr.
ART 450	Collage (A, B, C....)	3-15 cr.

Art History Electives		6 crs. (BFA) 3 crs. (BA)
ART 409	Renaissance Art	3 cr.
ART 410	Art in the Age of Rembrandt	3 cr.
ART 411	19th Century European Art	3 cr.
ART 417	20th Century Art	3 cr.
ART 423	Contemporary Art	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 421	Hist. of Photo., Film and Art	3 cr.

Studio Art Electives **12 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		24 credits
ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 364A	Figure Studies	3 cr.
ART 487	Professional Practices in Art	3 cr.

Ceramics Electives		18 credits (BFA) 12 credits (BA)
ART 141	Basic Handbuilding	3 cr.
ART 241	Basic Potter's Wheel	3 cr.
ART 342	Dir Studies Ceramics (A, B, C...)3-18 cr.	

Art History Electives		6 crs. (BFA) 3 crs. (BA)
ART 409	Renaissance Art	3 cr.
ART 410	Art in the Age of Rembrandt	3 cr.
ART 411	19th Century European Art	3 cr.
ART 417	20th Century Art	3 cr.
ART 423	Contemporary Art	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 421	Hist. of Photo., Film and Art	3 cr.

Studio Art Electives		12 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 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 364A	Figure Studies	3 cr.
ART 487	Professional Practices in Art	3 cr.

Graphic Design Requirements		27 Credits
ART 205	Graphic Design Foundations	3 cr.
ART 305	Collateral Design	3 cr.
ART 325	Visual Communications	3 cr.
ART 350	Packaging Design	3 cr.
ART 405	Design Methodology	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.

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.		

Art History Specialization (B.A. 39 crs.)

The art history specialization is designed to provide a comprehensive understanding of the art works, artists and movements that have shaped Western visual culture from prehistory to the present, and the leading theories and methods of the discipline. The program prepares students for careers in art museums, commercial galleries, professional art writing and art consulting, and for advanced graduate training for careers in secondary and college teaching and art conservation and restoration.

For students seriously considering graduate study in art history or pursuing a professional position, a minor in either French or History is strongly recommended. Graduate schools typically require demonstrated proficiency in reading French and German.

Art History Core		24 credits
ART 101B	2-D Design	3 cr.
ART 114	Art Appreciation	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 400	Ancient Greek Art	
or ART 408	Medieval Monuments	3 cr.
ART 409	Renaissance Art	
or ART 410	Art in the Age of Rembrandt	3 cr.
ART 417	20 th -Century Art	
or ART 423	Contemporary Art	3 cr.
ART 487A	Senior Seminar: Art History	3 cr.

Art History Electives		15 credits
ART 260	Basic Painting	
or PHO 203	Basic Photography	3 cr.
ART 359A	Independent Study	3 cr.
ART 400 *	Ancient Greek Art	3 cr.
ART 408 *	Medieval Monuments	3 cr.
ART 409 *	Renaissance Art	3 cr.
ART 410 *	Art in the Age of Rembrandt	3 cr.
ART 411	19 th -Century European Art	3 cr.
ART 415	History of Graphic Design	3 cr.

ART 417 *	20 th -Century Art	3 cr.
ART 423 *	Contemporary Art	3 cr.
ART 459A	Independent Study	3 cr.
ART 499A	Internship	3 cr.
PHO 420	History of Photography	3 cr.
PHO 421	History of Photography, Film and Art	3 cr.

* not available if taken as a core course

Art History Cognate Courses

Six credits are required for students not completing a minor or a second major. For art history students completing a minor, the following courses are also highly recommended as general University electives.

COM 366	History of the Moving Image	3 cr.
ENG 449	Film Theory and Criticism	3 cr.
HIS 344	Europe in the 19 th Century	3 cr.
HIS 345	Europe in the 20 th Century	3 cr.
PHI 313	Philosophy of Art – Aesthetics	3 cr.
SOC 306	Sociology of Art	3 cr.
THE 300	Art as Revelation	3 cr.

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 minor consists of 18 credits of art history and 3 credits of studio art. A minimum grade of C is required in all courses.

Total Requirements		21 credits
ART 114	Art Appreciation	3 cr.
ART 319	History of Western Art I	3 cr.
ART 320	History of Western Art II	3 cr.
ART 409	Renaissance Art	
or ART 410	Art in the Age of Rembrandt	
or ART 411	19 th Century European Art	3 cr.
ART 417	20 th Century Art	
or ART 423	Contemporary Art	3 cr.
PHO 420	History of Photography	
or PHO 421	Hist. of Photo., Film & Art	3 cr.
ART 101A	Basic Drawing	
or PHO 203	Basic Photography	3 cr.

For course descriptions of the above B.F.A., and B.A. courses, see ART, PHO, COM, CS, ENG., HIS, PHI, THE, and SOC

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)

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)

An introduction to the study of art using examples from prehistory to the contemporary world. The course will emphasize how to analyze art critically by introducing the student to the foundations of visual form, such as color theory, perspective, the various media, etc. It will also serve as an introduction to the methods and practice of art history as a discipline, in order to understand historical art and architecture. The course is designed to create a foundation for intermediate and advanced art history courses.

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)

204 Color Foundations (3)

Study of the nature and use of color as a vital element of design. Emphasis is on topics which apply directly to problems encountered with pigment; employing subtractive color theory such as pigment color mixing; physical properties of color (hue, value, and intensity); aesthetic color relationships based upon the color wheel; and uses of color to include personal aesthetic, emotional and artistic intent. ART 101B (Special fee)

205 Graphic Design Foundations (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 Collateral Design (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)

340 Handmade Books, Structure and Binding (3)

A studio based art course that creatively examines traditional and alternative book structures in relation to narrative content. This course provides an overview of methods used in the making of handmade books. Lectures, demonstrations and discussions will introduce students to creative processes involved in book making, including: traditional and alternative book formats, adhesives and sewn binding structures, archival concerns, and methods for generating original images and text. The projects in this course will explore the interdependent relationship between form and content.

342 Directed Studies in Ceramics (3)

A continuation of the study of techniques in clay. Emphasis on sculptural refinement of the medium. Repeatable course differentiated by A, B, C, D, etc. Prerequisite: ART 141 and ART 241. (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 205 and 101B

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)

359A, 459A Independent Study (3)

Opportunity for independent research in art history on a topic of special interest to the student. Prerequisite: Senior status (90+ credit hours); 2.50 cum GPA; and all paperwork to be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval required. For majors only.

364 Figure Studies (3)

Continued study of the human form in student's preferred media and techniques. Repeatable course differentiated by A, B, C, D, etc. Prerequisite: ART 101A. (Special fee)

365 Directed Studies in Painting and Drawing (3)

Continued study of the painting and drawing media with emphasis on concepts, styles, and techniques. Repeatable course differentiated by A, B, C, D, etc. Prerequisites: ART 101A, ART 101B, ART 204, ART 260, ART 265. (Special fee)

394 Art Practicum (1-3)

This practicum will allow the graphic design student to gain “real world” design and production experience through the development, design and production of actual projects. Students will be required to work with clients in an effort to foster a greater understanding of how the design industry works. After meeting with the client, the student will (with the assistance of the instructor) serve as full capacity graphic designer. This practicum will require the student to be involved in budgetary concerns and printing press approvals. The student will also be required to keep a “log” of performed design and production-related tasks occurring throughout the semester. Prerequisites: ART 205, CS 180 and permission of the Department Chair.

400 Ancient Greek Art (3)

An analysis and examination of Greek art from 2000 B.C. to the end of the Hellenistic period. Greek mythology, philosophy, history, and aesthetics will be discussed along with the analysis of Greek architecture and vase painting.

405 Design Methodology (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)

408 Medieval Monuments (3)

Romanesque and Gothic art and architecture, at the height of the Middle Ages. The cathedral as the dominant artistic and cultural expression of the era will be stressed, plus the art and architecture of chivalry, the castle, the monastery, and the innovations of the Late Gothic period.

409 Renaissance Art (3)

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

410 Art in the Age of Rembrandt (3)

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

411 Nineteenth-Century European Art (3)

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

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 Twentieth-Century Art (3)

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

423 Contemporary Art (3)

Examination of mixed media painting, sculpture, craft, installation and performance art, and architecture, from 1960 to the present.

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)

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. Repeatable course differentiated by A, B, C, D, etc. Prerequisites: ART 101A, 101B, 260, or PHO 203 (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.

487A Senior Seminar: Art History (3)

Capstone course for graduating majors, focusing on the leading theories, methods, and professional practices of art history. A senior paper will be written analyzing a work from at least three critical perspectives. Upon completion, a shortened version will be presented at a departmental colloquium. Prerequisite: graduation status.

494 Art Practicum (1-3)

This advanced practicum will allow the graphic design student to gain more “real world” design and production experience through the development, design and production of actual projects. The addition of the added pre requisite ADV 301 (Principles of Advertising) gives the student more insight into designer/client relationships. As in ART 394 Art Practicum I, students will be required to work with clients in an effort to foster a greater understanding of how the design industry works. After meeting with the client, the student will (with the assistance of the instructor) serve as full capacity graphic designer. This practicum will require the student to be involved in budgetary concerns and printing press approvals. The student will also be required to keep a “log” of performed design and production-related tasks occurring throughout the semester. Prerequisites: CS 180, ART 205, ART 394, ADV 301 and permission of the Department Chair.

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.

499A Internship (3)

Practical experience in art history within a professional setting, in most cases a museum, collection, or commercial gallery. Course offering is contingent upon the availability of an appropriate site. In some instances, the student may be responsible for developing the internship site. Prerequisite: Senior status (90+ credit hours); 2.50 cum GPA; and all paperwork to be completed before the end of the semester preceding the internship. Dean and Department Chair approval required. Art history specialization only.

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.

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 electives.
- **Bachelor of Arts (B.A.)**, requiring 30 credits of the Photography Core, plus a minimum of 9 credits of photography 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 degrees follow:

Photography

(B.F.A. 60 cr. min., B.A. 39 cr. min.)

The photography degree emphasizes originality, self-expression, creative thinking and experimentation within the discipline of photography, 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	3 cr.
or PHO 402	Color Processes	
PHO 411	Lighting Techniques	3 cr.
or PHO 412	Studio Lighting	
PHO 420	History of Art: Photography	3 cr.
PHO 487	Senior Seminar	3 cr.
PHO or ART	Any Art History	6 cr.

Photography Electives:

**30 cr. min. for B.F.A. degree,
9 cr. min. for B.A. degree**

PHO 206	Digital photography I	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	3 cr.
	(Biomedical does not count towards BFA)	
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)	

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	
PHO 405	Advanced Digital Imaging	3 cr.
or PHO 406	Advanced Computer Imaging	
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 220	Intro. to Human Anatomy	4 cr.
BIO 300	Biology of Crime	3 cr.
CRM 200	Introduction to Criminology	3 cr.
BIO 120	Biology Overview	3 cr.
	or BIO 300 Disease Detectives	
	or BIO 300 The Six Senses	
BIO and/or CRM	300 level electives	3-4 cr.

Photography Minor 21 credits

The Photography Minor consists of 21 credits of PHO-photography courses. 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

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)

206 Digital Photography I (3)

An introduction to digital camera operation, to include manipulation of shutterspeeds and apertures as well as basic computer techniques. Emphasis is placed upon technical, aesthetic and historical perspectives of the medium of photography and digital photography as a fine art. Digital camera required (minimum of 4 Mega Pixels with shutterspeed and aperture priority options). Prerequisite: CS 180 or equivalent. (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)

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 203- equivalent 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. Permission of Department Chair.

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., B.A.)

The Major in Music 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.

Music Majors are 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.

All prospective majors may choose to 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.

Specializations within the Music Major

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

- **Instrumental Performance Specialization:** B.M. and B.A. degrees; study of a primary Instrument(s)
- **Voice, Opera, Musical Theatre Specialization:** B.M. and B.A. degrees; study of Voice
- **Sacred Music Specialization:** B.M. degree; study of Music and Theology

Degrees in Music

The major in Music offers two degrees:

- **Bachelor of Music (B.M.)** 69 credit minimum: 27 credits of the Music Core, plus a minimum of 42 credits of combined Specialization Requirements and Specialization Electives.
- **Bachelor of Arts (B.A.)** 39 credit minimum: 27 credits of the Music Core, plus a minimum of 12 credits of Specialization requirements.

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

- **Minor in Music** requiring 21 credits of MUS music courses.

Graduation Requirements

Credits earned in Music 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.

Additional requirements include: students specializing in instrument and voice 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.

Instrumental Performance Specialization

**69 credits min. for B.M.,
39 credits min. for B.A.**

The Instrumental Performance Specialization emphasizes study of a primary instrument, with the option of a secondary instrument: piano, brass, guitar, strings, percussion, or woodwinds. Individualized attention by the Music faculty, frequent opportunities for formal and informal student performances and forums on and off campus, ensembles, and quality private applied lessons characterize this nurturing specialization.

Music Core: 27 cr. for BM and BA degrees

MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.
MUS 186	Ensemble	3 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Ensemble	3 cr.
MUS 497	Senior Seminar	1 cr.

Instrumental Performance Requirements:

**14 cr. for BM degree,
12 cr. for BA* degree**

MUS 335	Applied Music	2 cr.
MUS 338	Applied Music	2 cr.
MUS 386	Ensemble	4 cr.
MUS 384	Conducting I	2 cr.
MUS 487	Applied Music	2 cr.
MUS 490	Applied Music	2 cr.

Instrumental Performance Electives:

minimum of 24 cr. for BM degree

MUS 180	Opera Workshop	1 cr.
MUS 192	Performance Workshop	3 cr.
MUS 205	Piano Sight Reading	1 cr.
MUS 211	Theory III	3 cr.
MUS 212	Theory IV	3 cr.
MUS 223	Piano Literature I	1 cr.
MUS 309	Vocal Literature I	1 cr.
MUS 302	Accompaniment	1 cr.

MUS 329	History: Twentieth Century	3 cr.
MUS 340	Sightsinging/Eartraining	1 cr.
MUS 375	Piano Pedagogy	1 cr.
MUS 380	Opera Workshop	1 cr.
MUS 385	Conducting II	2 cr.
MUS 386	Ensemble	1- 3 cr.
MUS 392	Performance Workshop	3-9 cr.
MUS 420	Vocal Interpretation	1 cr.
MUS 422	Instrumental Interpretation	1 cr.
MUS 488	Vocal Pedagogy	2 cr.

*for BA, choose 12 credits from Instrumental Perf. Requirements based upon student interest and discretion of advisor

Voice, Opera and Musical Theatre Specialization
69 credits min. for B.M.,
39 credits min. for B.A.

The Voice, Opera and Musical Theatre Specialization is designed for music students with a combined interest in voice and vocal stage performances with an emphasis on opera, art song, choral repertoire, and musical theatre. Opera and Musical Theatre scenes programs are performed each semester, and vocal recitals are presented on a regular basis throughout each academic year. The Department of Fine Arts annually produces a full opera and/or musical theatre production in the University's Broad Center for the Performing Arts. In addition to voice and music core courses, recommended supplementary courses are offered in languages, acting, dance, and conducting.

Music Core: 27 cr. for BM and BA degrees		
MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.
MUS 186	Chamber Ensemble	3 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Chamber Ensemble	3 cr.
MUS 497	Senior Seminar	1 cr.

Voice, Opera, and Musical Theatre Requirements:
32 cr. for BM degree,
12 cr. for BA* degree

MUS 192	Performance Workshop	3 cr.
MUS 335	Applied Music (voice)	2 cr.
MUS 338	Applied Music (voice)	2 cr.
MUS 386	Chamber Ensemble	9 cr.
MUS 392	Performance Workshop	12 cr.
MUS 487	Applied Music (voice)	2 cr.
MUS 490	Applied Music (voice)	2 cr.

Voice, Opera and Musical Theatre Electives:
minimum of 10 credits for BM degree

MUS 180	Opera Workshop	1 cr.
MUS 200	Diction for Singers	1 cr.
MUS 211	Theory III	3 cr.

MUS 212	Theory IV	3 cr.
MUS 324	Musical Theatre Styles I	3 cr.
MUS 340	Sightsinging/Eartraining	1 cr.
MUS 380	Opera Workshop	1-3cr.
MUS 384	Conducting I	2 cr.
MUS 385	Conducting II	2 cr.
MUS 392	Performance Workshop	3-6 cr.
MUS 420	Vocal Interpretation	1 cr.
MUS 488	Vocal Pedagogy	2 cr.
TH 155	Acting I	3 cr.
TH 255	Acting II	3 cr.
DAN		1-6 cr.

*for BA, choose 12 credits from Voice, Opera, Mus. Thr. Requirements based upon student interest and discretion of advisor

Sacred Music Specialization
69 credits min. for B.M.

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.

Music Core:		27 cr. for BM degree
MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.
MUS 186	Chamber Ensemble	3 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Chamber Ensemble	3 cr.
MUS 497	Senior Seminar	1 cr.

Sacred Music Requirements: 10 cr. for BM degree

MUS 350	History: Sacred Music Literature	3 cr.
MUS 384	Conducting I	2 cr.
MUS 385	Conducting II	2 cr.
MUS 386	Chamber Ensemble	3 cr.

Theology Co-requisites: 18 cr. for BM degree

THE 201	Theology: Faith, Beliefs and Traditions	3 cr.
THE 309	Old Testament and its Interpreters	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 354	Worship in Music	3 cr.

Sacred Music Electives		minimum of 14 credits
MUS 192	Performance Workshop	3 cr.
MUS 211	Theory III	3 cr.
MUS 212	Theory IV	3 cr.
MUS 386	Ensemble	3 cr.
MUS 392	Performance Workshop	3 cr.
MUS 335-487	Applied Music	2-6 cr.

Music Minor

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

Performing ensembles include Chamber Singers, University Chorale and various instrumental ensembles.

For course descriptions of the above B.M., B.A., courses, see MUS, TH, DAN, and THE.

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

123/126 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) MUS 126 is a repeatable course differentiated by A, B, C, D, etc.

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....H.

186/386 Ensemble (1-3)

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

192 Performance Workshop (3)

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....H.

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 *mélodie*, and German *lieder* are covered. Prerequisites: Music major or permission of instructor.

324 Musical Theatre Styles I (3)

A course designed to trace the history of the American Musical Theatre from its origins in Minstrel Shows and Vaudeville to the present. Works discussed will include the most important shows of the genre, including the musicals of Kern, Gershwin, Porter, Rodgers and Hammerstein, Sondheim and Webber.

325 Musical Theatre Styles II (3)

A broad overview of the history of opera from its inception with the Florentine Camerata (circa. 1600) to the present. The works of Monteverdi, Handel, Mozart, the *bel canto* composers, and the great Romantic composers, including Verdi and Wagner, are studied and compared to the modern operas of Puccini, Strauss, Britten, Menotti, and other Twentieth century masters.

326 Electronic Music/MIDI (3)

An introduction to the technology, tools, and software used in the creation of digital music composition, music scoring, and computer assisted instruction. Prerequisite: MUS 110. (Special fee)

327 History: Baroque and Classical Music (3)

A study of the development of music from the Baroque period (1600-1750) and the Classical period (1750-1820). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of

demonstration and development of appropriate performance practice.

328 History: Romantic Music (3)

A study of the development of music from the Romantic period (1820-1900). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

329 History: Twentieth Century Music (3)

A study of the development of music from the twentieth century (1900 to the present). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

330 The American Musical Theatre: The Golden Age (3)

A course exploring the American Musical Theatre during the golden age (1930-1960) and its predecessors in the nineteenth and early twentieth centuries.

335/338 Applied Music (1 or 2)

Fifth and sixth semesters of study on a particular instrument; for Music majors and minors only. Prerequisite: MUS 287/288. (Special fee).

340 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 (3)

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....H.

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. Repeatable course differentiated by A, B, C....H.

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. Repeatable course differentiated by A, B, C....H.

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)

An integrative experience, including comprehensive examinations in music theory and music history, to assist the music major in preparation for graduate study or professional work.

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	3 cr.
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 Readings (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	3 cr.
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 Readings (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	20th 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. 60 cr. min., B.A. 36 cr. min.)

The **Dance Theatre 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	3 cr.
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...)	1-2 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 (A, B, C...)	2 cr.
DAN	310	Modern Jazz III (A, B, C...)	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...)	1-2 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	1 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	101A	Basic Drawing	3 cr.
ART	101B	2-Dimensional Design	3 cr.
ART	205	Graphic Design Foundations	3 cr.
ART	305	Collateral Design	3 cr.
ART	405	Design Methodology	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 TH, 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.

105 Introduction to Technical Theater (3)

A survey class examining the various technical and artistic facets of a live theatrical production.

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 vocal production and movement techniques for the actor.

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 techniques through the performing of selected scenes. 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 back-stage 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 rendering techniques 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-clas-

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

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

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 (1-2)

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

George Cvejnovich, Ph.D., Chair

Faculty: Caravelis, Foreman, Mendez, Smith

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.

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 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 African American History Since Reconstruction (3)

A political, social, cultural and economic history of African Americans since 1877. Focuses on segregation, civil rights, the family, northern migration, and cultural contributions. Prerequisite: HIS 150 or 202.

359, 459 Independent Study (3-12) (3-12)

Opportunity for extensive research in an historical area of special interest to the student. Dean and Department Chair approval required.

487 Seminar (3-6)

For senior history majors, integration of distribution requirements and history courses, with a focus on a particular historical issue or problem. Emphasis on intensive research and effective writing skills. Required of all History majors. Same as POS 487.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

POLITICAL SCIENCE (B.S.)

The study of political science explores the nature of politics, including its purposes, limitations, and significance in human life; it promotes an understanding of American politics and government; it analyzes and seeks comprehension of international politics and organizations; and develops a capacity for intelligent evaluations of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time.

The Bachelor of Science degree in Political Science prepares students for careers in a wide choice of fields, including the practice of law, various types of government service, the business world, and teaching on the secondary level. Students are also well prepared to enter graduate study in the field of political science.

Learning Goals and Objectives:

Learning goals in political science support and complement the university’s mission as described in the institution’s mission statement. The major encourages the acquisition of knowledge in order to develop specific skills and competencies including the following:

- selection and analysis of information in the discipline
- understanding of the universality of politics in the human experience
- critical thinking
- research methodology
- an understanding of political theory
- analytical and persuasive writing skills

Requirements for a major in political science are 33 credits including POS 201, 209, 311, 325, 425-426, and 487. Majors must complete POS 201 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 inter-relationships 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 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 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 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 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, 310, 355
 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 is designed to provide history and political science students the opportunity to broaden their understanding of the world through the other social sciences. Students completing this 30 credit hour minor must take six credit hours in United States history and 24 from the following areas specified below:

Western Civilization or European history
 Asian or Latin American History
 Economics
 United States Federal Government
 Geography
 Psychology or Sociology

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 College 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: 1890 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.

359 Independent Study (3)

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Chakib Chraibi, Ph.D., Chair

Faculty: Del Rio, Franco, Haralambides, Jimenez, Mac Dowall, Marinas, Markov, Morales, Pan, 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.

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.

The Department offers three areas of concentration within the major:

- General Mathematics
- Statistics/Actuarial Science
- Computational and Applied Mathematics

Students interested in the fields of Bioinformatics or Biomathematics are encouraged to take appropriate courses in Biology, Biochemistry, Chemistry, Computer Science, Genetics, Physical Sciences and Mathematics with the approval of a Departmental advisor.

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 help 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, the analysis of economic systems, prediction of weather patterns, biological growth, control of epidemics, the analysis of psychological and social phenomena 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 reasoning to problem-solving in various settings.
3. An increased understanding of biological, geographical, economic, psychological and social quantitative measurements.
4. 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.

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.

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.

Acceptance into the major

In order to be provisionally accepted as a Mathematical Sciences major, a student must meet the following criteria:

- a) 970 SAT or 20 ACT scores, with at least 500 in the SAT math section
- b) At least 2.7 GPA from high school or college
- c) At least 4 units of H.S. mathematics in algebra, geometry and trigonometry.

A student will be fully accepted as a major in Mathematical Sciences after successful completion with a grade of C or above in MAT 211 (Calculus I) and MAT 253 (Discrete Mathematics I).

Academic requirements for the major

Core courses: MAT-211, 212, 213, 253, 314 and 332 (21 credits).

Co-requisites:

- a) Eight credits in physics: PHY-211 and PHY-212 or PHY-201 and PHY-202.

- b) Eight credits in computer science: CS-231 and CS-232 or CS-211 and CS-212 (16 credits).

Electives: at least four upper division courses according to the desired specialization.

1. Specialization in General Mathematics

Suggested electives: MAT 310, 311, 331, 356, 416, 441, 451, 452 and 462.

2. Specialization in Statistics-Actuarial Science

Suggested electives: MAT 230, 330, 356, 451, 452 and 487.

For students interested in Actuarial Science, it is recommended that as part of the general electives they take the following courses (15 credits):

ACC-201	Financial Accounting I	3
ECO-201	Introductory Macroeconomics	3
ECO-202	Introductory Microeconomics	3
FIN-319	Managerial Finance	3
FIN-419	Financial Policy and Strategy	3

3. Specialization in Computational Mathematics

Suggested electives: MAT 254, 440, 451, 456, 487 and CS 331, 431 and 478.

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 encour-

aged 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. **Any 400 level course such as** MAT 462 (Number Theory), MAT 471 (History of Mathematics) or MAT 487 (Undergraduate Seminar) is designated as a 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) (formerly MAT 100A)

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 or by a skills assessment.

093 Preparatory Mathematics II (3) (formerly MAT 100B)

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 or by a skills assessment.

095 Preparatory Mathematics III (3) (formerly MAT 100C)

Basic properties of real and complex numbers, equations and inequalities, coordinates and graphs, equations, graphs of lines, and systems of equations. 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 or by a skills assessment.

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 or by a skills assessment.

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, conic sections, 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, polar coordinates. 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.

230 Statistical Methods I (3)

Introduction to the description and analysis of data. Exploratory graphical methods. Data summarization methods. Probability, sampling, expectation. Statistical inference for means and proportions. Statistical software will be widely used. Prerequisites: MAT 110 or 152 or equivalent.

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.

330 Statistical Methods II (3)

Continuation of MAT-230. Statistical inference, analysis of variance, correlation and regression analysis, categorical data, design of experiments. Statistical software will be widely used. Prerequisite: MAT 230.

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.

440 Mathematical Modeling (3)

Basic training in the development of mathematical models for real-world phenomena using probability, statistics and differential equations. Prerequisites: CS-232, MAT-314.

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.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all documentation must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

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 328, CS 341, CS 428, CS 432, CS 437, CS 438, CS 453, CS 454, CS 456 and CS 478.

Science Requirements

The following are corequisites of the CS major and must be passed with a grade of C or better:

PHY	201	General College Physics I	4
PHY	202	General College Physics II	4

Note: The credits in Mathematics and Physics satisfy the Barry distribution requirements in Science and Mathematics.

Major in Computer Information Sciences

The Computer Information Sciences program combines the study of computer systems and computer technology with the study of an application domain selected by the student (a second discipline). The Computer Information Sciences graduate will be able to understand and implement computer systems on different platforms, and will be prepared to develop innovative applications in areas such as networking and network programming, database systems, database programming and data warehousing, Web and multimedia technologies, computer animation, and security.

The curriculum for the Computer Information Sciences major consists of the following components:

CIS Core	39 credits
CIS Electives	9 credits
Science and Mathematics	10 credits
Minor	20 credits
General Education	42 credits
Total	120 credits

Note: A minimum grade of C is required in all courses in the CIS Core, CIS Electives, Science and Mathematics and minor.

CIS Core Courses

The purpose of the core courses is to provide the student with a foundation in the areas of the design and implementation of computer systems, computer networks, and digital media. Through the electives,

students can reach a degree of specialization in an area of their choice. The courses included in the core are the following:

Course Name	Credits
CS 211 Computer Programming I	4
CS 212 Computer Programming II	4
CS 305 Computer Systems	3
CS 306 Database Analysis and Logical Design	4
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 440 Data Communications	3
CS 473 Network Programming	3
CS 477 Computer Security	3
CS 499 Internship	3
Total	39

CIS Electives

These courses allow students to gain further knowledge and experience in an area of their choice. Suggested areas are, networks, systems programming, databases, electronic publishing, and Web development. In addition to the core courses, students in this major are required to select three additional 300 or 400 level courses in Computer Science.

Mathematics and Science

The following courses in mathematics and science are required for all CIS majors:

MAT	109	Precalculus Mathematics I	3 credits
MAT	152	Elementary Probability and Statistics	3 credits
PHY	151	Introductory Physics	3 credits
PHY	151L	Introductory Physics Lab	1 credits
Total			10 credits

Other Requirements

Students are required to complete a minor. Suggested areas are mathematics, business, communication, and arts. Students are also required to learn at least two different programming languages. Suggested languages are Visual Basic, C++, Java and Perl.

Minor in Computer Science

The minor in Computer Science consists of at least 20 credits in CS courses approved by the advisor, which must include CS 231, CS 232, and CS 331.

Minor in Computer Information Sciences

The minor in Computer Information Sciences consists of six courses, including: CS 211, CS 212, CS 305, CS 306, CS 406, and CS 440, plus one 300 or 400 level CS course.

Minor in Computers in Communication

The minor in Computers in Communication consists of six Computer Science courses, including: CS 211, CS 325, CS 338, CS 341 and CS 320, plus two courses out of CS 212, CS 334, CS 440, CS 438.

Departmental Requirements

- a) **Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. Two semesters of CS 487 or one semester of Internship (CS 499) will satisfy this requirement.
- b) **Community service:** At least one semester of community service is expected of each graduate. Such service may include a minimum of 30 hours of supervised tutoring in the Learning Center, the computer laboratory, or some equivalent task. Membership in professional organizations such as ACM or IEEE may provide community service experience, which is included in the program in order to develop the student's attitude and potential as a computer professional in service to the community, in the spirit of Barry's mission statement.
- c) **Capstone course:** CS 487 (Undergraduate Seminar) and CS 499 (Internship) are designed to help students in the standard major integrate their knowledge of computer science with general culture and current research.

Course Descriptions

Note: Exceptions to any prerequisite must be approved by the Department Chair.

Computer Applications Prefix: CAT

102 Basic Computer Applications (3)

This course provides students with basic computer applications training. Hands-on training will be provided in a Windows-based operating environment, electronic mail, the World Wide Web, computerized library skills, word processing and electronic spreadsheets. This course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software. It is a hands-on lab course. No prerequisites. Not acceptable for Computer Science and Mathematics majors.

Computer Science Prefix: CS

121 Foundations of Computer Science (3)

Historical, logical and mathematical foundations of computer science at an introductory level. Number systems, representation of information, elements of symbolic logic, problem-solving techniques, and models of computing machines. Prerequisites: none.

180 Introduction to Computers (3)

An introduction to the main concepts and applications of computers from a liberal arts approach: how everyday ideas can be meaningfully represented by electrical currents which are manipulated inside a computer, computer design and construction, and an introduction to computer languages. This is a first course about computers: what they are, what they can do, what they cannot do, and their history. Ethical-social issues involving computers. Students will be exposed to the use of a variety of computer hardware and software. Not acceptable for the Computer Science major. No prerequisites.

190 Introduction to Computing and Technology (3)

Current digital technologies and tools to make a productive use of computers and software applications in an educational or professional setting. Computer systems concepts. Application software for document production, spreadsheets, presentations, web development, multimedia, and information security. Prerequisite: Intermediate knowledge of computer use. Student must take the computer placement test.

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.

280 Introduction to Multimedia (3)

An introduction to multimedia and web publishing concepts, tools, and applications. Authoring processing, and editing of various types of media, including text, hypertext, images, audio, video, and animation. Prerequisite: CS 180 or equivalent.

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, Struganova, Tsesarskaia, Zajickova

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

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	
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.

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.

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.

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, 216; 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.

Chemistry 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 on Pre-Pharmacy.

**Course Descriptions—
Chemistry Prefix: CHE****095 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 General Chemistry and Qualitative Analysis I (3)

Chemical principles and descriptive inorganic chemistry for students majoring in chemistry, other sciences and mathematics. Topics include; nomenclature, stoichiometry, aqueous reactions, gases, quantum description of the atom, periodic trends, Lewis structures, molecular shapes, liquids and solids and nuclear chemistry. Prerequisite: CHE 095 or high school chemistry and mathematics placement in MAT 095 or higher. Co-requisites CHE 111L and SI 071 (Fall, Spring, Summer)

111L General Chemistry and Qualitative Analysis I Lab (1)

Laboratory course taken concurrently with CHE 111. Topics include: nomenclature, stoichiometry, inorganic synthesis, gases, atomic spectra, periodic trends, and organic compound synthesis and structural determination. (Fall Spring, Summer) (Special Fee).

112 General Chemistry and Qualitative Analysis II (3)

Chemical principles and descriptive inorganic chemistry for students majoring in chemistry, other sciences, and mathematics. Topics include: kinetics, equilibrium, acid/base, solubility product, thermodynamics, oxidation/reduction, and coordination/transition element chemistry. Prerequisite: grade of C or better in CHE 111 and CHE 111L and mathematics placement in MAT 109 or higher. Co-requisites: CHE 112L and SI 072. (Spring, Summer)

112L General Chemistry and Qualitative Analysis II Laboratory (1)

Laboratory course taken concurrently with CHE 112. Topics include: kinetics, equilibrium, LeChatelier's principle, acid/base titration, solubility product, enthalpy, electrochemistry and qualitative ion analysis. (Spring, Summer) (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. Co-requisite SI 073. 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 co-requisites.

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 Organic Chemistry I (3)

Chemistry of carbon compounds, their structure and bonding, functional groups, stereochemistry, nucleophilic substitution and elimination reactions, hydro-

carbons — alkanes, alkenes, alkynes. Prerequisite: Grade of C or better in CHE 112, and 112L. Co-requisite: CHE 343L and SI 075. (Fall, Summer)

343L Organic Chemistry I Lab (1)

Three hour laboratory to be taken concurrently with CHE 343, with emphasis on organic laboratory techniques. Prerequisite: Grade of C or better in CHE 112/112L; Co-requisite: CHE 343. (Fall, Summer) (Special Fee).

344 Organic Chemistry II (3)

Chemistry of carbon compounds, structure and reaction mechanisms of aromatics, aldehydes, ketones, alcohols, and carboxylic acids; structure determination and analysis. Prerequisite: Grade of C or better in CHE 343 and 343L. Co-requisites: CHE 344L and SI 076. (Spring, Summer)

344L Organic Chemistry II Lab (1)

Three hour laboratory to be taken concurrently with CHE 344, with emphasis on microscale techniques and organic syntheses. Prerequisite: Grade of C or better in CHE 343/343L. Co-requisite: CHE 344. (Spring, Summer) (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. Co-requisite: 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. Co-requisite: CHE 352. Prerequisites: Grade of C or better in 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 oscil-

lator 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 Physical Chemistry I (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: kinetics, quantum mechanics, spectroscopic methods (and group theory. Prerequisite, Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212 or equivalent.(Fall) (Also PHY 356)

357 Physical Chemistry II (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: gases, thermodynamics, statistical mechanics, pure substances, mixtures, phase diagrams, equilibrium. Prerequisite: Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212. (Spring) (Also PHY 357)

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 343. (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: Grade of C or better in 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. CR/NC option only. (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 College 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 credits) 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). Students may count CHE 356 and CHE 357 towards the physics minor. A minimum grade of C is required in all minor courses.

Course Descriptions— Physics Prefix: PHY

095 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.

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.

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 General College Physics I (3)

First semester of an algebra based college physics sequence. Topics include: mechanics, heat and wave phenomena. Prerequisites: Grade of C or better in

MAT 110 or equivalent and PHY 095 or high school physics with a grade of B or better. Co-requisites: PHY 201L and SI 083. (Fall, spring)

201L General College Physics I Lab (1)

Three hours laboratory to be taken concurrently with PHY 201 (Fall, spring) (Special Fee)

202 General College Physics II (3)

Second semester of an algebra based college physics sequence. Topics include: electricity and magnetism, optics, relativity, atomic and nuclear physics. Prerequisites: Grade of C or better in MAT 110 and grade of C or better in PHY 201 and PHY 201L. Co-requisites: PHY 202L and SI 084. (Spring summer)

202L General College Physics II Lab (1)

Three hours laboratory to be taken concurrently with PHY 202. (Spring, summer) (Special Fee)

211 University Physics I (3)

First semester of a calculus-based physics sequence. Mechanics, heat, wave phenomena; for pre-engineering students and for students of science and mathematics desiring a calculus-based physics course. 3 hours lecture. Prerequisite: Grade of C or better in MAT 211 or equivalent and PHY 095 or high school physics with a grade of B or higher. Co-requisites: PHY 211L, SI-086. (Fall)

211L University Physics Laboratory I (1)

Three hours laboratory. Laboratory exercises in mechanics, heat, wave phenomena. To be taken concurrently with PHY 211. (Fall) (Special Fee)

212 University Physics II (3)

Second semester of a calculus-based physics sequence. Electricity, magnetism, optics, modern physics; for pre-engineering students and for students of science and mathematics desiring a calculus-based physics course. 3 hours lecture. Prerequisites: Grade of C or better in PHY 211 & PHY 211L. Co-requisites: PHY 212L, SI-087. (Spring)

212L University Physics Laboratory II (1)

Three hours laboratory. Laboratory exercises in electricity, magnetism, optics, modern physics. To be taken concurrently with PHY 212. (Spring) (Special Fee).

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 Physical Chemistry I (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: kinetics, quantum mechanics, spectroscopic methods (and group theory. Prerequisite, Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212 or equivalent.(Fall)

357 Physical Chemistry II (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: gases, thermodynamics, statistical mechanics, pure substances, mixtures, phase diagrams, equilibrium. Prerequisite: Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212. (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. CR/NC option only. (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: Ferrer-Wreder, Koncsol, Major-Sanabria, Muscarella, Shine, Wated

MISSION OF THE DEPARTMENT

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

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 Psychol-

ogy 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.

Industrial/Organizational Psychology Specialization

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 (or 395), 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)

284 Psychology and Professional Development (3)

Must be taken in the semester immediately following PSY 281 or in the first semester after transfer-

ring. 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. (Occasional offering)

306 Psychology of Women (3)

Study of the various issues affecting the changing role of women in today's society; consideration given to psychological and social factors as they relate to contemporary feminine behavior. Prerequisite: PSY 281. (Spring)

316 Cognitive Psychology (3)

Current research and theory which addresses the issue of how people think. Includes information processing, memory, attention, language comprehension, reasoning, and problem solving. Prerequisite: PSY 281. (Occasional offering)

318 Psychology of Learning (3)

Study of the basic principles related to human and animal learning with special emphasis on the theoretical approaches utilized to explain various learning phenomena. Prerequisite: PSY 281. (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 research proposal. Especially recommended for students who are planning to do graduate work. Prerequisites: MAT 152, PSY 436 or 333, PSY 281. (Spring)

335 Research Methods & Analysis I (3)

The first course in a two-course sequence. This course provides an introduction to research methodology, data analysis and interpretation, and preparation of research reports according to APA format in the context of meaningful experimental and non-experimental situations in the field of psychology including hypothesis testing, survey research, independent group designs, *t*-test and correlation. Prerequisites: MAT 152 & PSY 281. (Fall, 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. Includes legal, ethical, and professional issues in clinical psychology. 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)

436 Research Methods & Analysis II (3)

The second course in a two-course sequence designed to introduce more advanced research methodologies and data analyses techniques including experimental research, repeated measures designs. One-way ANOVA, Factorial ANOVA and Regression Analysis in the context of conducting and reporting psychological research. Prerequisite: PSY 335. (Fall, Spring)

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 individuals and 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 critical analysis of a current topic in psychology. Includes paper preparation and individual and group presentations. 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 Sahrone 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

Gary Grizzle, Ph.D., Chair

Faculty: Esposito, 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 institutionalized social inequalities.

SOCIOLOGY (B.S.)

The Sociology program is designed to provide an understanding of the interactive dynamics of social institutions, organizations, and everyday life. The curriculum acquaints students with a range of theoretical and practical approaches to the study of contemporary social problems and issues. The program is designed as an integral component of a liberal arts education. Hence, students are prepared for graduate studies in sociology and related fields as well as for a variety of career opportunities.

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 College 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 behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as CRM 202).

204 Social Problems (3)

A survey of sociological perspectives on social problems. Sociological perspectives will be applied to such problems as alcohol and drug abuse, crime, health care, homelessness, poverty, and racism.

246 Marriage and the Family (3)

A survey of historical and sociological perspectives regarding the family as an important social institution. Emphasis on contemporary family issues, including intimacy and sexuality, family violence, parenting, divorce and remarriage.

300 Special Topics (3)

Content to be determined by the Department to fill specified needs or interests.

306 Sociology of Art (3)

A survey of sociological perspectives on the relationship between art and society. Emphasis on the social production of art, the social uses of art, and art as an indicator of social processes. Perspectives will be applied to: film, literature, music, painting, and the 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 courses that are listed as part of the Criminology major.

In addition, students who minor in Criminology 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.

**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. Cross-cultural 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 cross-cultural 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 Minor

The environmental studies minor requires a minimum of 23-24 credit hours, as follows:

Required Courses (20 credits)

BIO 104 Biological Foundations (04)
BIO 260 Biodiversity of Ecosystems (04)
BIO 360 Dynamics of Restoration Ecology (03)
EVS 310 Environmental Movements (03)
GEO 320 Geography of Disasters (03)
PHI 354 Environmental Ethics (03)

Elective course: (3 -4 credits)

BIO 112 Botany (04)
BIO 216 Zoology (04)
CHE 209 Environmental Chemistry (03)
EVS 430 Environmental Crime and Law (03)
GEO 301 World Environments (03)

Students must earn a grade of C or higher in all minor courses.

**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.

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Fr. Mark E. Wedig, O.P., Ph.D., Chair

Faculty: Austin, Bosworth, Cantens, Cassini, S. Fairbanks, S. J. Fairbanks, Gonzalez, Iozzio, Koperski, Latkovich, Marill, Miranda, Molinari, Presmanes, Sause, Schaab, Sunshine, Vizcaino, Wedig, Wilcox

MISSION STATEMENT: The Department of Theology and Philosophy promotes the ongoing search for truth and the practice of justice interpreting the historical and contemporary world—engaging human experience, and responding to God’s revelation through 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 teach students to critically examine a religious tradition and to offer courses necessary for distribution that fulfill 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 Learning Goals

- 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 487. Requirements include the following distribution:

Biblical Hermeneutics and Theology:	6 credits
Historical and Comparative Theology:	6 credits
Systematic and Liturgical Theology:	6 credits
Moral and Spiritual Theology:	6 credits
THE 487	3 credits
Electives:	3-15 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

THE 201 Theology: Faith, Beliefs, and Traditions

II. Biblical Hermeneutics and Theology

- THE 108 Introduction to the Old Testament
- THE 309 The Old Testament and Its Interpreters
- THE 321 The New Testament as Christian Scripture
- THE 362 Women in the New Testament
- THE 365 Creation and Apocalypse
- THE 431 Jesus in the Gospels
- THE 432 Prophetic and Wisdom Writings
- THE 495 Topics in Biblical Hermeneutics and Theology

III. Historical and Comparative Theology

- THE 103 World Religions: Religious Experiences of Humankind
- THE 231 Judaism
- THE 303 Comparative Religion
- THE 304 Theology Through Film
- THE 306 Dynamics of Faith, Beliefs and Theology
- THE 324 The Catholic Imagination in Film
- THE 331 Christianity & Culture
- THE 334 History of Christianity I
- THE 335 History of Christianity II
- THE 360 Women in the Church
- THE 370 Protestantism
- THE 496 Topics in Historical and Comparative Theology

IV. Systematic and Liturgical Theology

- THE 191 Judeo-Christian Doctrine
- THE 307 Christology
- THE 323 Theology and Science: A Contemporary Dialogue
- THE 330 Approaches to God
- THE 333 Christian Understanding of God
- THE 338 The Church
- THE 342 Salvation, Liberation, and Politics
- THE 344 Sacraments
- THE 345 Liturgy, Feasts, and Devotions
- THE 354 Music in Worship
- THE 497 Topics in Systematic and Sacramental Theology

V. Moral and Spiritual Theology

- THE 311 Sexuality, Sex and Morality
- THE 312 Freedom and Virtue
- THE 315 Christian Spirituality and Prayer
- THE 325 Feminist Ethics
- THE 327 Peace and Justice
- THE 353 Bioethics
- THE 372 Marriage and Family
- THE 438 Catholic Social Teaching
- THE 498 Topics in Moral and Spiritual Theology

VI. Integrative Experience

- THE 487 Theology Seminar

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 College 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

323 Theology and Science: A Contemporary Dialogue

This is a theology course designed to investigate the historical and contemporary relationship between the methods and concepts of theology and science concerning God, the cosmos, and the God-world relationship in the context of the **Christian tradition**. Because of its dynamic and investigative nature, it requires a spirit of intellectual inquiry on the part of its participants. Pre-requisite: THE 100 or 200 level course.

324 The Catholic Imagination in Film (3)

This course is analysis of the Catholic world-view and its cultural sensibilities in the works of noted film directors/screen writers such as: Gabrielle Axel (*Barbette's Feast*), Robert Bresson (*Diary of a Country Priest*), Robert Bolt (*the Mission*), Nancy Savoca (*Household Saints*), William Peter Blatty (*The Exorcist*) Tim Robbins (*Dead Man Walking*), and M. Night Shyamalan (*Wide Awake*). Each film reflects a "Catholic vision" that is integral to the plot, mirrors an interpretive scheme rich in theological overtones, and depicts the artist's perception of the world.

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 *Justice, Peace and Reconciliation* as fundamental aspects of Christianity. Building on the foundations of Scripture, Catholic Social Teaching and the UN Declaration of Human Rights, students will explore the prophetic role of the Christian in the act of living and promoting Justice and Peace in the micro and macro worlds of church and culture. The ideas presented in this course are designed to spawn critical questions that could have life altering consequences. 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 decision making 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 Worship (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)

This course will examine the role of women in the historical and contemporary Church by retrieval and analysis of the images and history of women and their role throughout the history of religion. This course will explore the role of women in the Church by employing the use of written texts found in Scripture and tradition, as well as examine the narrative passed on by the oral traditions, classical and contemporary art, music and film.

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

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 Theology 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 Learning Goals

- 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

Requirements for the Major:

The major consists of a minimum of 30 credits. Required courses: PHI 292, PHI 304, PHI 310, 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 310, one 300-level course in the history of philosophy, one 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

PHI 220 Introduction to Philosophy

II. Critical Thinking

PHI 310 Formal Logic (replaces PHI 212)

III. History

PHI 301 Spanish and Hispanic-American Philosophers

PHI 316 Ancient Philosophy

PHI 317 Medieval Philosophy

PHI 318 Modern Philosophy

PHI 319 Contemporary Philosophy

PHI 320 American Philosophers

PHI 323 Philosophical Perspectives on Cinema

PHI 332 The Thought of Ortega y Gasset

PHI 336 Julian Marias and the School of Madrid

IV. Problem Solving

PHI 310 Formal Logic

V. Ethics

PHI 260 Philosophy of the Human Person

PHI 292 Ethics

PHI 308 Philosophy of Law

PHI 353 Bio-Medical Ethics

PHI 354 Environmental Ethics

PHI 370 Contemporary Moral Problems

PHI 371 Social and Ethical Issues in Business

VI. Major Topic Areas

PHI 191 Judeo-Christian Doctrine

PHI 304 Epistemology

PHI 306 Philosophy of God and Religion

PHI 313 Philosophy of Art – Aesthetics

PHI 314 Metaphysics

PHI 321 Philosophy of Peace and War

PHI 360 Asian Philosophy

VII. Special Topics

PHI 300 Special Topics

PHI 460 Philosophical Classics

PHI 487 Seminar

Course Descriptions— Philosophy Prefix: PHI

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.

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)

310 Formal Logic (3)

The study of the principles of valid argument: deductive inference, categorical logic, propositional logic, and predicate logic. (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.

323 Philosophical Perspectives on Cinema (3)

This course introduces the student to the many philosophical perspectives that can be found, either explicitly or implicitly, in sophisticated classical cinema. PHI 323 is designed to demonstrate that the better films can be appreciated by emphasizing their aesthetic, moral and above all, their metaphysical and existential dimension.

332 The Thought of Ortega y Gasset (3)

This course is designed to introduce the student to the fundamental elements of 19th and 20th century and Spanish language philosophy and how this was later incorporated into the School of Madrid. It will introduce the analysis of concepts such as phenomenology, *Lebensphilosophie*, Ortega y Gasset's reaction to Vitalism and Positivism and the metaphysical and epistemological foundations of knowledge. The main focus is to investigate Ortega y Gasset's philosophy and how this is subsequently disseminated throughout the work of Spanish and Latin American thinkers.

336 Julian Marias and the School of Madrid (3)

This course is designed to introduce the major trends in Spanish thought of the 20th century in historical and cultural context: development of ideas and their influence on Latin American philosophy. The course investigates some of the major problems of Spanish philosophy in the 20th century. Special emphasis will be paid to the work of Julian Marias and the School of Madrid philosophical movement.

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. (Prerequisite: PHI 220)

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

Jeffrey A. Mello, Interim Dean

TBA, Associate Dean for Faculty

William Frank, Assistant Dean for Students

Faculty: Broihahn, Clottey, Daghestani, Diener, Fiedler, Lennon, Morrell, Nickerson, Payne, Pissaris, Sheng, Tejeda, Tyler, Wong

MISSION

Our mission is to deliver high-quality education that will enable our students to become successful business practitioners. We serve students primarily from South Florida, Latin America and the Caribbean in a highly cosmopolitan, multicultural setting. We function as part of a Catholic, international University, a community of scholars committed to raising up all people in the tradition of the Dominican Order. We seek faculty who will care deeply about our students and are committed to excellent teaching, service to our constituencies, and continuous improvement. Our intellectual contributions emphasize practical applications but our faculty also engages in basic research and instructional development. We strive to develop in our students a global orientation, an entrepreneurial attitude, and a strong sense of ethics and social responsibility.

Uniqueness

We offer a student-friendly, caring environment and international diversity that allows our students to not only study the global business environment but to experience it on a daily basis, in a dynamic and vibrant center of global trade and finance. We are positioned as the only institution in South Florida that strives to meet the most rigorous international standards while still offering all the attractions of a small, private school including small class size, an accessible faculty whose first responsibility is teaching, and the ability to respond quickly to the evolving needs of our students and the business community.

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 another 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 are expected to attend all classes and laboratory sessions. Students demonstrate their responsibility in the regularity and punctuality of their attendance at class sessions and other School functions. At the beginning of the semester, all instructors will define specific requirements for attendance in their classes as they relate to the course grade.

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, except for the minor in economics.
- (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.

Career Planning and Placement Services

The Barry University Career Planning and Placement Center offers the students in the Andreas School of Business students a variety of services that cover current students, alumni, and employers. The Center coordinates all possible domestic internships and job placements for the School of Business. Internships offer undergraduate and graduate students the opportunity to work in jobs directly related to their career fields while they are pursuing their degree. The Center offers undergraduate and graduate students assistance in obtaining an internship position at a local corporation, which enhances students' resume and gives students a better chance at finding full-time placement in their field of study upon graduation. In addition to assistance with domestic internships, the Center provides Placement on an ongoing basis for students and alumni of the School of Business at their request. The Center assists students and alumni with information regarding job search assistance, resume preparation, interview skills, and networking resources. The Center also provides employers with information regarding on-campus recruitment, advertisement of vacancies and linkages to candidates via the School of Business.

Students who wish to do a Domestic Internship for credit must register for the following course:

BUS 342/442 Domestic Internship is open to all School of Business students.

Students wishing to register for an internship **must** contact the Career Planning and Placement Center for information on domestic internships to obtain assistance and information on the requirements involved with doing an internship.

Requirements for the Domestic Internships 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.

International Internships and Study Abroad

The School of Business offers students the possibility of arranging a study abroad experience. 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 to obtain transfer credit.** To participate in the program, students must fulfill the requirements of the Study Abroad program chosen and be in good standing. In addition to providing an opportunity to study abroad, the School of Business assists students who have an International Business major in arranging their International Internship. International Business majors are required to do both a domestic and an international internship. The experience of working with a multi-national or foreign company abroad enhances an International Business student's resume. Students who study abroad or who do an International Internship must register for one of the following courses:

BUS 443 Study Abroad is open to all School of Business students.

BUS 341/441 International Internships are typically taken by International Business majors to fulfill the course requirements of their major.

The Director of International Business will provide all the necessary information on these programs. Students wishing to arrange a Study Abroad experience or an International Internship **must** contact the Director of International Business for information and registration. **Requirements** for the International Internship 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.

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. Finance

FIN	316	Financial Markets and Institutions	(3)
FIN	327	International Finance	(3)
FIN	352	Fundamentals of Security Analysis	(3)
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

c. 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. The International Business program director will determine when the language requirement has been met.
- 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) All International Business majors must pass a comprehensive exam before they are awarded a degree.
- 5) Barry students changing the major into International Business must have a GPA of 2.7 or better; transfer students must also have a GPA of 2.7 or better to be accepted into this major.

d. 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

e. 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 available with the following specializations:
 - Accounting
 - Finance
 - Management
 - General

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	Introduction to Information Systems	(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 (18 credits; approval of Assistant Dean for Students, School of Business)

Non-business students in any School may minor in economics. Non-business students should consult the listing in their School's section of the undergraduate catalog and their advisor before taking the courses required for the minor in economics.

Business students may also minor in economics.

Required Courses

ECO	201	Introductory Macroeconomics	(3)
ECO	202	Introductory Microeconomics	(3)
ECO	301	Intermediate Macroeconomic Theory	(3)
ECO	302	Intermediate Microeconomic Theory	(3)

Plus any **two** additional courses selected from those listed below, being careful that pre-requisite sequences are satisfied.

ECO	300	Special Topics in Economics	(3)
ECO	316	Financial Markets and Institutions	(3)
ECO	326	International Economics	(3)
ECO	441	Introductory Econometrics	(3)
ECO	470	Industrial Organization	(3)
ECO	471	Open Economy Macroeconomic Development	(3)

Total Hours: 18

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 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 Assistant 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 335, 336, 337 or permission of the Accounting Discipline Coordinator, 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 335, 336, 337 or permission of the Accounting Discipline Coordinator, 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)

This course is 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 law, statutory and administrative law, federal and state court structure, theories of law, court procedure, conflicts of law and forms of dis-

pute 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.

344/444 Continued Work Experience (1 to 3 credits)

International students continue to work throughout a semester with a company they previously worked with while completing BUS 342 or BUS 442. This course provides international students with continued on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: BUS 342, BUS 442

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 to 18 credits)

The purpose of this course is to provide students with a study abroad experience. This experience allows students to broaden their language skills, to learn about and experience the culture of another country, to instill a sense of global awareness by taking course work at a foreign college or university

498 Strategic Management (3)

A capstone course which integrates the various business disciplines. Using a "big picture" perspective, the student addresses strategy formulation and implementation in a volatile business environment. The case method of instruction is actively used. Prerequisite: senior standing. This course should be taken in the last semester before graduation.

Course Descriptions— Economics Prefix: ECO

201 Introductory Macroeconomics (3)

Introduction to the foundations of economic analysis with concentration on macroeconomic structure and models as they relate to the global economy with an emphasis on the U.S. Course focuses on fundamentals of demand and supply analysis; salient facts about the economy's performance; measures of economic activity such as GDP, employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effect on domestic and foreign business cycles and growth. Counts as distribution requirement for social sciences.

202 Introductory Microeconomics (3)

Economic analysis of consumer and producer behavior and decision making with a concentration on how economic agents voluntarily interact in markets for various goods and services. Topics include advanced demand/supply analysis emphasizing allocational efficiency, opportunity cost and elasticity; the theory of consumer utility maximization; short- and long-term cost and production decisions in the theory of the firm; price, output and profit maximization under differing market structures including competitive, monopolistic and hybrid alternatives; the pricing of input resources including labor and capital along with income distribution implications; market failure and the consequences of government regulation; and an

introduction to international finance and the balance of payments. Prerequisite: ECO 201.

300 Special Topics in Economics (3)

This course, offered on a periodic basis, will 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.

301 Intermediate Macroeconomic Theory (3)

This course deals with the formulation of macroeconomic theories and their application to 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 201, 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 develop-

ment. Prerequisites: ECO 201, ECO 202 and departmental approval. (Same as POS 406)

441 Introductory 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, ECO 201, ECO 202.

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.

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. Co-requisite FIN 319 (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. Prerequisite: ACC 201

327 International Finance (3)

This course presents an overview of the international financial environment and a detailed analysis of tools and techniques for international financial management. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment, and international banking. Prerequisites: ECO 201, ECO 202, FIN 319.

352 Fundamentals of Security Analysis (3)

This course is an introduction to the theories, techniques, and strategies of investment management, with emphasis on the global context of investment decisions. Topics include domestic and foreign securities markets, analysis and valuation of stocks and bonds, fundamental security analysis, efficient markets and technical analysis hybrid and derivative securities, options and futures, portfolio and capital market theory and applications including diversification strategies with foreign securities. Prerequisites: 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 con-

cepts 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, ACC 202 and co-requisite 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, 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

300 Special Topics in Management (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.

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.

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 devel-

opment 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

300 Special Topics in Marketing (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.

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

Terry Piper, Ph.D., Dean

John G. Dezek, Ed.D., Associate Dean

Paul J.L. Papier, Ed.D., Associate Dean

Catheryn J. Weitman, Ph.D., Associate Dean

Faculty: Arome, Ban, Bernstein E., Booker, Boyle, Brandford, Buria, Carter, Conde, Daniels, Dezek, DiBello, Doran, Duffy, Eeltink, Farrell, Fernandez, Fischer, Gaffney, Giordano, Gonzalez, Gosnell, Guterman, Haid, Harris-Looby, Herman, Hubschman, King, Kolsky, Kopp, Lasky, Levine, Lutz, Maier, Marasco, Masztal, McCrink, Melton, Perkins, Piper, Pittman, Posey, Rice, Roberts, Roseman, Rosenblatt, Rudes, Russell, Smith, Superfisky, Tulloss, Tureen, Van Voorhis, Warner, Weitman, Wolman

MISSION

The Adrian Dominican School of Education is committed to promoting the mission of the University through teaching, advising, scholarship, research, and supportive service to the University, its students and community-at-large. Respecting life in all its diversity, we are committed to continuous improvement through collaborative processes. Thus, we:

- offer a comprehensive range of professional courses and programs to prepare leaders for the 21st century in curriculum, education, administration, counseling, instructional technology and human resource development
- continuously update programs to reflect changing societal needs
- strive to nurture a student body who will succeed as highly accomplished professionals, living with integrity and leading with a sense of service and stewardship.

OBJECTIVES:

The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:

- meet current professional standards including licensure and certification requirements
- provide knowledge and develop skills which enable graduates to practice in their career choices

- develop attitudes which encourage a life-long commitment to quality teaching and learning.

Undergraduate degrees offered at the Bachelor's level

Elementary Education+/ESOL*/Reading*

Exceptional Student Education+/ESOL*/Reading*

+ Indicates programs that are approved by the Florida State Department of Education.

* Indicates an endorsement.

All of the above programs/majors are State approved programs by the Florida State Department of Education leading to a professional certification and applicable endorsements. (The Reading endorsement is available for students who complete the required course work for the endorsement.) As such, the State may implement new requirements for certification and endorsements, which will become compulsory at the time required **with or without notice in this catalog**. Students in these programs/majors have sole responsibility to comply with requirements for certification/endorsements and to keep current with changes in certification/endorsement requirements.

BARRY DISTRIBUTION AND GENERAL EDUCATION REQUIREMENTS

All undergraduate education majors are required to meet the following Barry University requirements prior to full admission to the School of Education.

CAT102 Basic Computer Applications OR

CS180 Introduction to Computers or equivalent test
(Students may opt-out of this course by passing the opt-out test available through the Learning Center.)

Theology and Philosophy	9 credits
English (writing, literature, speech)	9 credits
Science/Mathematics	9 credits
Social sciences	9 credits
Fine Arts	9 credits
General Electives	3 credits

ARTICULATION AGREEMENTS WITH COMMUNITY COLLEGES

The School of Education has articulation agreements with the following colleges: Broward Community College, Central Florida Community College, Edison College, Miami-Dade College and Valencia Community College. As such, students who have earned an Associate of Arts degree will typically need additional distribution courses (e.g., theology) to be fully admitted. Further, students who have completed an A.A. degree must have at least three (3) credits in the Fine Arts.

ACCEPTANCE TO THE ADRIAN DOMINICAN SCHOOL OF EDUCATION

- Completion of 60 credit hours, an Associate of Arts (A.A.), or an Associate of Science (A.S.)
- Cumulative GPA between 2.25 and 2.49
- Demonstrated computer proficiency (CGS 1060 or equivalent, CS 180 or CAT 102) or earning an acceptable score on the computer challenge test
- Must complete 34 credits of general education/distribution requirements

Students accepted to the School of Education may take between 6-9 credit hours in education prior to being fully admitted (see below) to the individual program/major. Students must complete all outstanding individual program requirements before they are permitted to register for additional professional education courses beyond the credit limit. Students who are not fully admitted will be unable to take additional education courses in their program/major until such a time as full admission requirements are met. In order to be fully admitted to individual programs/majors, students must meet the Full Admission requirements listed below.

Students who are unable to meet full admission requirements to program/major may elect to take the following courses toward their 6-9 credit limit until all fully admit requirements have been satisfied:

ECT	405	Introduction to Computer/Technologies in Education
EDU	151	Introduction to Education
EDU	218	Educational Psychology
EDU	320	Children's Literature
EDU	407	Humanities in the Classroom
ESE	470	Introduction to Children with Exceptionalities
TSL	400	Comprehensive ESOL Strategies

FULL ADMISSION TO INDIVIDUAL PROGRAMS/MAJORS

- Completion of all distribution courses with a minimum 2.5 grade point average (GPA)
- Passing a basic skills test (CLAST, General Knowledge or Praxis I (PPST))
- Must have a grade of "C" or better in core content areas courses (English, mathematics, science, social sciences)
- Completion of EDU 496 Accomplished Practices Seminar (Students who do not receive credit for this course will be required to repeat the course in the subsequent semester. Students must earn a grade of credit (CR) in the second semester in order to continue professional education courses).
- Copy of fingerprint security clearance*

Students who are not fully admitted will be unable to take additional education courses in their program/major until such a time as full admission requirements are met.

* Criminal background checks including fingerprinting are required of all students in all Bachelor degree programs. Criminal background checks including fingerprinting are required of students who work with minor children in any capacity in a public and/or private school setting. Fingerprinting clearance is required before placement can be made in a public and/or private school setting.

International Students

In order to be fully admitted, please see your academic advisor for information regarding registration information for basic skills and other required State mandated tests.

PROGRAM SITES

The School of Education's Elementary Education/ESOL and Exceptional Student Education programs are offered both on the main campus in Miami Shores and at some off-campus sites throughout Florida. See the Barry University website at www.barry.edu for locations of off-campus sites.

CHANGE OF MAJOR CREDITS

Students who change their major to education while attending Barry University must have their transcript evaluated by the School of Education in order for credits to be accepted as part of the new program. Acceptance of credits from another major at Barry University does not guarantee acceptance by the School of Education or individual programs/major.

STANDARDS OF PROGRESS

All students must maintain a cumulative GPA of 2.5 or higher to remain in good standing and to graduate. Any student who receives less than a 2.5 GPA is subject to academic probation.

ACADEMIC PROBATION/SUSPENSION

Academic Probation

A student remains in good academic standing if the cumulative GPA is 2.5 or above once they are fully admitted to their program/major. A student is on academic probation if the student's cumulative GPA falls between a 2.0 and a 2.49. The Dean may require a student on probation to register for a limited course load.

Academic Suspension

A student who is on probation and continues to receive less than a cumulative GPA of 2.5 in subsequent semesters will be suspended by the School of Education. 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 School of Education to readmit a student following suspension. A student suspended for any reason will be subject to those criteria and guidelines specified in the University Catalog and required by the Florida Department of Education in effect at the time of readmission.

READMISSION POLICY

When a student re-applies to the School of Education, the applicant must meet admission requirements in effect at the time of re-application. Additional requirements can be found in the University Admission sections of this catalog under the section entitled "Re-admission and Change of Status."

INCOMPLETE GRADES

Incomplete grades are given in an emergency situation. The grade of "I" is not used to allow students to complete field experiences or to subsequently do extra work to raise the grade earned during the term/semester in which the course was taken.

The student is solely responsible for redeeming an incomplete grade within the semester following its receipt. The student will automatically be awarded a final grade of "F" if the "I" is not redeemed within the semester following receipt of the "I" grade. A student who earns an incomplete during the student's graduating semester will forfeit graduation and must re-apply for graduation. Once an "F" has superseded the grade of "I", it cannot be retracted. A grade of "I", even when redeemed, is part of the official transcript and will remain on the transcript.

CLINICAL/FIELD EXPERIENCE REQUIREMENTS

Clinical/field experience is a required component of many undergraduate professional education courses. The student is required to undergo security clearance and/or pay a fee, depending upon the county or district of field experience placement. **Placement in clinical/field experiences is dependent upon criminal/fingerprinting clearance.**

INTERNSHIP

Internship is a culminating experience and, as such, should be taken during the final semester. Students must apply to Internship at least one semester prior to enrolling in the course. Application requirements:

- 2.5 overall GPA
- Must be fully admitted to the School of Education and the individual program/major
- Must have taken the Florida Teacher Certification Examinations (passed the General Knowledge Test, taken the Professional Education and Subject Area Examination)
- Complete all professional education courses with a grade of C or better (Students may apply for internship with one professional education course remaining in their program/major.)
- Must have completed at least 30 semester hours of coursework at Barry University
- Must have received credit (CR) in EDU496 Accomplished Practices Seminar
- Demonstrated "fulfilled" on at least nine (9) of the Florida Educator Accomplished Practices
- Submission of Degree Audit from WebAdvisor

- Submission of WebAdvisor receipt or CDN receipt specifying fulfillment of nine (9) Accomplished Practices

In order to receive a grade for Internship, the following requirements must be met:

- All sections of the Florida Teacher Certification Examinations (General Knowledge, Professional Education, and Subject Area Examinations) must be passed.
- All twelve (12) Florida Educator Accomplished Practices must be demonstrated at the “fulfilled” level.
- Students must successfully complete the capstone project related to their impact on student learning.
- Students must earn a grade of “C” or better in Internship.

Placement for Internship will be made at sites where the intern:

1. is not currently employed;
2. has not had previous employment;
3. attended as a student; nor
4. has family attending, including children.

GRADUATION REQUIREMENTS

- 2.5 overall GPA
- Complete all Internship requirements
- Must have applied for graduation and paid appropriate fees as applicable
- Complete all State certification and endorsement requirements

Should graduation be forfeited, the student is responsible for submitting an updated graduation application with accompanying fees.

LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all requirements for any State approved degree program will have their transcripts stamped as meeting State approved requirements for certification as well as meeting the ESOL and Reading endorsement requirements. As the State implements new requirements for certification, **they will be compulsory with or without notice in this catalog.** The student has the sole responsibility to comply with the requirements for certification and to keep current with changes in certification requirements. The student is responsible for securing the application for certification and submitting the necessary documents and fees to the Florida State Department of Education to obtain certification and endorsement.

RE-CERTIFICATION

Professional education courses offered in the School of Education satisfy the requirements of eligibility for teacher certification/re-certification. Students needing certification/re-certification courses should meet with the DOE Certification Ombudsman in the School of Education for guidance.

ELEMENTARY EDUCATION/ESOL/READING

Mission Statement

The mission of the undergraduate Elementary Education program with ESOL and Reading endorsements is to prepare preprofessional educators to have the competencies, knowledge and skills that ensure equity and excellence for all students in a culturally diverse society. Students completing this program are prepared to:

Outcomes

1. Recognize patterns of physical, social, emotional and cognitive development in students in grades K-6
2. Identify and meet the learning needs and abilities of identified exceptional education students including student who are English Language Learners (ELLs)
3. Implement a wide range of instructional strategies to translate content into developmentally appropriate classroom activities
4. Acquire a knowledge base and effective research based skills to teach content area subjects (English, Mathematics, etc.) to primary/elementary age students including English Language Learners and exceptional students
5. Gain a personal philosophy of classroom and behavior management that is based on the examination of research based models and the skills of observation, description, measurement and evaluation to strengthen positive behavior and eliminate distracting, non-productive behavior in the primary/ elementary classroom
6. Develop expertise with the design and evaluation of various measures of accountability, including state and national achievement tests, as well as classroom based group and individual tests, and interpret and analyze data derived from these measures to improve instruction
7. Articulate and explain the theories, principles, research, and issues of language acquisition and the teaching and learning of English as a Second Language in order to become effective teachers of ELLs

8. Gain a sensitivity to, and an appreciation for, the cultural and ethnic diversity within our nation, and to use effective strategies to teach intercultural communication to primary/elementary students who will become the citizens of a global society
9. Acquire and demonstrate skills of collaboration, communication, ethics, and professionalism to become effective teachers and role models in the communities in which they live and work.

EXCEPTIONAL STUDENT EDUCATION/ESOL/READING

Mission

The Bachelor of Science degree program in Exceptional Student Education (ESE) at Barry University responds to the general tenet that all persons, irrespective of their specific disability, are entitled to an equal educational opportunity that appropriately addresses their academic, social, and physical needs. It is the role of the program to prepare and equip prospective ESE teachers with the necessary competencies and skills to empower and effectively instruct students with exceptionalities in the K-12 classroom. Program professors aim to instill in students the responsibility to teach within a cultural and social context, and to be responsive to students' diverse backgrounds, and unique strengths and weaknesses, and affect the way in which society accepts and interacts with people with exceptionalities, including those who are second language learners (ELL) and have special gifts and talents. Prospective teachers are made aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

In addition, exceptional student educators are trained to facilitate life-long learning as well as prepare students with disabilities for their transition from school to work and community living. Strategies in effective collaboration and consultation among general educators, exceptional student educators, and parents are emphasized throughout the program to ensure appropriate programming and inclusion of students with disabilities in general education settings. Prospective teachers are trained to become advocates for their students and parents, being knowledgeable about the laws and regulations that protect individuals with disabilities. Finally, prospective ESE teachers are encouraged to seek opportunities to uphold and improve, where necessary, the laws, regulations, and policies governing the delivery of special education and related services.

Outcomes

Upon completion of the bachelor's degree in ESE, graduates will be able to:

1. Identify different characteristics and learning styles of individuals with mild exceptionalities
2. Articulate the rights of individuals as mandated in the Individual with Disabilities Education Act (IDEA)
3. Delineate and make instructional decisions that are congruent with the laws that protect the rights of individuals with disabilities
4. Articulate the benefits and drawbacks of current trends and issues in the education of students with disabilities
5. Assess exceptional students' learning needs using non-biased traditional and alternate assessment tools
6. Implement and evaluate comprehensive student programs and progress
7. Collaborate with school personnel and community members in integrating students with exceptionalities into inclusive classrooms and other settings
8. Work collaboratively with parents, other education professionals, and members of a multidisciplinary team to develop appropriate individualized education and transition plans (IEP and ITP)
9. Use appropriate strategies and plan instruction for students who are speakers of other languages, are from diverse backgrounds, and are also identified as having one or more exceptionalities
10. Integrate the use of computers and assistive technologies in the delivery of instruction for exceptional students
11. Develop and implement culturally responsive teaching practices in all areas of instruction
12. Evaluate instruction and monitor the academic and/or social progress of students with exceptional learning needs
13. Identify appropriate supports and related services for effective implementation of the IEP and/or ITP
14. Use effective classroom and behavior management strategies consistent with the needs of the student while creating an environment that is supportive and conducive to learning.

CORE EDUCATION REQUIREMENTS FOR ALL PROGRAMS/MAJORS (46 cr.)

ECT 405	Introduction to Computers/ Technologies in Education	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322	Methods of Teaching Reading	3 cr.
EDU 362	Teaching Mathematics in the Elementary School	3 cr.
EDU 435	Teaching Language Arts – Reading & Writing	3 cr.
EDU 466	Diagnostic Assessment and Instruction	3 cr.
EDU 496	Accomplished Practices seminar	1 cr.
EDU 499	Internship	12 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
TSL 400	Comprehensive ESOL Strategies	3 cr.
TSL 415	ESOL Instruction and Assessment Strategies	3 cr.

REQUIRED COURSES FOR ELEMENTARY EDUCATION/ESOL/READING

Major (30 cr.)

EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 366	Teaching Social Studies in the Elementary School	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 441	Primary/Elementary School Curriculum	3 cr.

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/ESOL/READING

Major (31 cr.)

ESE 410	Educational Management of Students with Exceptionalities	3 cr.
ESE 411	Speech Correction for Children	3 cr.
ESE 414	Transition: Teaching Social, Personal, and Work Skills to students with exceptionalities	3 cr.
ESE 420	Instructional Strategies for Students with Intellectual and Developmental Delays	3 cr.
ESE 424	Instructional Strategies for Students with Learning Disabilities	3 cr.
ESE 428	Instructional Strategies for Students with Emotional Handicaps	3 cr.
ESE 483	Educational Assessment of Student with Exceptionalities	3 cr.
ESE 490	Curriculum Design in Exceptional Student Education	3 cr.

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.

Course Descriptions— Prefix ECT

405 Introduction to Computers/Technologies in Education (3)

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner.

Course Descriptions— Education Prefix: EDU

151 Introduction to Education (3)

Studies the historical, philosophical, and sociological underpinnings of education. Provides a framework that sets the foundation of educational thought by becoming familiar with the interrelations of schooling community and legal issues impacting American educational systems. The issues surrounding the education of children with cultural and linguistic differences are also highlighted. Field experience required.

218 Educational Psychology (3)

Surveys the principles of psychology to the field of education. Examines human development, learning and motivation, diversity issues, including ESOL attributes, impacting teaching and learning strategies, and the learning environment. Field experience required. Pre- or co-requisite: EDU151

320 Children's Literature (3)

Surveys the literature suited to the needs of children and integrates multicultural/diversity aspects found in children's books into the curriculum. Co- or pre-requisites for Elementary Education and Exceptional Student Education: EDU151 Introduction to Education and EDU218 Educational Psychology

322 Methods of Teaching Reading (3)

Surveys the methods of teaching reading and the strategies and materials appropriate for use from emergent through intermediate levels. Focus is on the cognitive development of the emergent reader and how it relates to brain-based research. Emphasis is placed on the development of oral language, the phonological awareness continuum, print and alphabetic knowledge, phonics and the causal links among these and vocabulary, fluency and comprehension. Assessment tools and differentiated approaches are examined and applied. Strategies for teaching reading and writing skills are contextualized in children's literature and content material. Multicultural perspectives and technology are used to facilitate and reinforce instruction. Includes field experience.

362 Teaching Mathematics in the Elementary School (3)

Provides knowledge and skills to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching elementary school mathematics. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisite: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

366 Teaching Social Studies in the Elementary School (3)

Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for teaching elementary school social studies. Emphasis is on unit development and integrating content. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

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) Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

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. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

388 Teaching Science in the Elementary School (3)

Provides knowledge, skills, and dispositions to effectively establish science foundations for students. Provides methods and instructional strategies for teaching elementary school science. Emphasis is on developing critical thinking skills and hands-on science methodology. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

407 Humanities in the Classroom (3)

Includes the teaching of the history, physical and cultural geography, 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 activities in these areas can be integrated into the daily curriculum. Field experience required.

414 Classroom Management (3)

Provides knowledge, skills, and dispositions to effectively manage classrooms. Provides teachers with a repertoire of strategies, competencies, and attitudes necessary to effectively work with all aspects of classroom management to create a positive learning environment. Includes legal issues pertaining to management, ethics and professional behavior, and school safety. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology and EDU496 Accomplished Practices Seminar.

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. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology and EDU496 Accomplished Practices Seminar.

435 Teaching Language Arts – Reading and Writing across the Curriculum (3)

Investigates reading and writing processes and language arts components across the disciplines with the focus on using reading and writing to learn from content area material. Includes methods, strategies, and techniques for teaching reading and writing in all curricula areas to mainstream and diverse populations with an emphasis on application. The knowledge base includes: Teaching Comprehension; Using Textbooks, Trade Books and multiple genres; Developing Academic Vocabulary for Content Area Learning; Mediating Expository Text Structures; and media and Visual Literacy in the Content Areas. Includes field experience. Prerequisite: EDU 322.

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. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

466 Reading Assessment and Instruction (3)

Presents techniques of informal reading diagnosis, interpretation, and planning for the implementation of individualized and small group reading data driven instruction for the primary/elementary classroom. Field experience. Prerequisite: EDU322 and 435.

492 Workshop in Education (Variable)

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

496 Accomplished Practices Seminar (1)

This is an introductory seminar designed to acquaint students with portfolios, portfolio development, the Florida Educator Accomplished Practices, and the portfolio assessment process. Students are exposed to the theory and practice of standards-based professional portfolios. Key elements of the portfolio process include organization, selecting evidences, connecting evidences to standards, rubrics, and reflective practice and writing. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology.

499 Internship (12)

Provides the intern with a full semester of full-time school site teaching experience under the supervision of a certified teacher and University supervisor. The intern will be required to synthesize and apply theories acquired in coursework to realistic classroom situations, demonstrate the 12 Accomplished Practices, and integrate program related curricular outcomes. Pre-requisites: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education, 2.5 overall GPA, passed all sections of the General Knowledge Examinations, have taken the Professional Education and Subject Area Examination, completed all professional education courses with a grade of C or better (Students may apply for internship with one professional education course remaining in their program/major.), earned a grade of C or better in all professional education courses, must have completed at least 30 semester hours of coursework at Barry University, received credit in EDU496 Accomplished Practices Seminar, and demonstrated “fulfilled” on at least nine (9) of the Florida Educator Accomplished Practices

Course Descriptions— Prefix ESE

410 Educational Management of Students with Exceptionalities (3)

Analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing students with different exceptionalities. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

411 Speech Correction for Children (3)

Evaluates functional and organic speech deviations and the possible psychological implications in society with a view toward easy and early recognition of a child's possible speech disorder. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

414 Transition: Teaching Social, Personal, and Work Skills to Students with Exceptionalities (3)

Evaluates special needs of students with exceptionalities in the areas of employability skills, career awareness, and transition planning for adult living. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

420 Instructional Strategies for Students with Intellectual and Developmental Delays (3)

Examines and evaluates instructional strategies for students with educable, trainable, and profound mental retardation based on the development, implementation, and evaluation of individualized education plans. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

424 Instructional Strategies for Students with Learning Disabilities (3)

Surveys instructional techniques for teaching children with learning disabilities, including specialized approaches in basic skills and adaptation of curriculum materials. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

428 Instructional Strategies for Students with Emotional and/or Behavioral Disorders (3)

Surveys instructional strategies for teaching students with emotional and/or behavioral disorders including, motivational strategies; development, implementation, and evaluation of individualized education plans; and individualized behavior intervention plans. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

470 Introduction to Children with Exceptionalities (3)

Presents an overview of the physical, mental, emotional, and behavioral exceptionalities in children and the educational and social implications of each. This course also provides an overview of the field of special education and the legal mandates that protect the rights of individuals with disabilities. Field experience required.

483 Educational Assessment of the Exceptional Child (3)

Proposes educational assessment 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 required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

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. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

Course Descriptions— Prefix TSL

400 Comprehensive ESOL Strategies (3)

The goal of this survey course is to develop the foundation of knowledge necessary to prepare educators to understand the cultural and linguistic concepts upon which second language acquisition and instruction are based. By developing the conceptual understanding of the needs of linguistically and culturally diverse students, educators can bring to their future coursework, and ultimately, to the ESOL classroom, the knowledge, skills, and dispositions to select and apply the most effective language instructional strategies. Field experience required.

415 ESOL Instruction and Assessment Practices (3)

This course is designed to build on the foundation course in TESOL for students in professional/teacher education programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students in the areas of language and literacy development and content areas. Pre-requisite: TSL400 – Comprehensive ESOL Strategies. Field experience required.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

TBA, Dean

Stephen Anderson, Ph.D., Associate 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. Five (5) undergraduate programs leading to the Bachelor of Science degree are offered: **Athletic Training, Exercise Science, Leisure and Recreation Management, Physical Education, and Sport Management**. 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 four distinct minors, one in **Diving Education**, one in **Exercise Science**, one in **Parks and Recreation Management**, and one in **Sport Management**, as well as a teaching endorse-

ment in **Coaching**, are offered within the department. **Pre-Medical** 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, Leisure and Recreation Management, 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

Michael L. Covone, M.S., Director of Athletics
 Bridget Lyons, Ph.D., 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:

- appreciation of the results of fitness gained through good strength and conditioning programs, as well as proper nutrition, on one’s mind and body;
- social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations;
- opportunities to broaden one’s education through travel;
- 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, ethnicity, sexual orientation, or religious affiliation. A caring environment is provided by assuring the academic, physical, emotional and social welfare of our student-athletes through the leadership provided by a well-qualified teaching/professional staff, academic support services, comprehensive health care and coverage, and safe playing and practice conditions.

All athletic activities and events are actively published and promoted to also elicit involvement and support from the community. In return, student-athletes are encouraged to participate in 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 and 2007 NCAA Champions in Men’s Golf. 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 NCAA Academic Success rate of 80%.

To participate in intercollegiate athletics as an entering freshman with no previous full-time college attendance, the student-athlete must be admitted to Barry University and must meet conference and NCAA eligibility requirements, including certification by the NCAA eligibility center. These requirements include high school graduation with a minimum cumulative grade-point average of 2.000 (based on a maximum 4.000) in a successfully completed core curriculum

of at least 14 academic courses (per NCAA Bylaw 14.3.1.1), and a combined SAT score of 820 (if taken on or subsequent to April 1, 1995), or a minimum sum score of 68 on the ACT. These required SAT or ACT scores must be achieved under national testing 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	Marc Pavao
BASKETBALL	Cesar Odio
GOLF	Jimmy Stobs
SOCCER	Steve McCrath
TENNIS	George Samuel, Ph.D.

WOMEN'S:

BASKETBALL	Bill Sullivan
CREW	David Sanderson
GOLF	Patti Rizzo
SOCCER	Fred Jungemann
SOFTBALL	Danielle Penner
TENNIS	George Samuel, Ph.D.
VOLLEYBALL	David Nichols

DEPARTMENT OF CAMPUS RECREATION AND WELLNESS

Ed Londono, M.A., Director

Dan Hill, M.S., Fitness Center Director

Catalina Franco, M.S., Wellness Coordinator

The Department of Campus Recreation and Wellness (CRW) provides students, faculty and staff with a broad selection of structured sport, wellness/fitness, and recreational opportunities that promote the development of active lifetime patterns for health maintenance, weight management, stress reduction, chronic disease prevention, and long-term 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
- Hip Hop Fitness
- Kickboxing
- Pilates
- Tai Chi
- Yoga
- Zumba

INTRAMURAL SPORTS (all co-ed)

- Basketball
- Flag Football
- Soccer
- Softball
- Dodgeball
- Volleyball
- Kickball
- Whiffle Ball

CLUB SPORTS

- Basketball
- Soccer
- SCUBA Society

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

FITNESS PROGRAMMING

- Fitness Assessments
- Testing Tuesdays
- Personal Training
- Group Circuits Workouts
- Fitness Orientations

Further information concerning the Department 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

Stephen Anderson, Ph.D., Associate Dean and Department Chair

Sharon Kegeles, M.S., Director of Undergraduate Programs

Faculty: Anderson, Cramer, Cremades, Egrit, Gibson, Hicks, Kegeles, Lu, Ludwig, Mier, 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-Medical Option

Pre-Physical Therapy Option

5-Year Seamless B.S.-to-M.S. Option

EXERCISE SCIENCE

Pre-Medical Option

Pre-Physical Therapy Option

5-Year Seamless B.S.-to-M.S. Option

LEISURE AND RECREATION

MANAGEMENT

PHYSICAL EDUCATION

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**. Students interested in broadening their knowledge in the parks, recreation, and leisure fields can seek a **Minor in Parks and Recreation Management**. 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**. In addition, the minors in Exercise Science and Sport Management are also available as areas of specialization to students enrolled in the School of Adult and Continuing Education (ACE) who are pursuing the Bachelor of Professional Studies (B.P.S.) degree. The minor in Parks and Recreation Management is available to ACE students as an area of specialization within both the B.P.S. and Bachelor of Public Administration (B.P.A.) programs. 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.

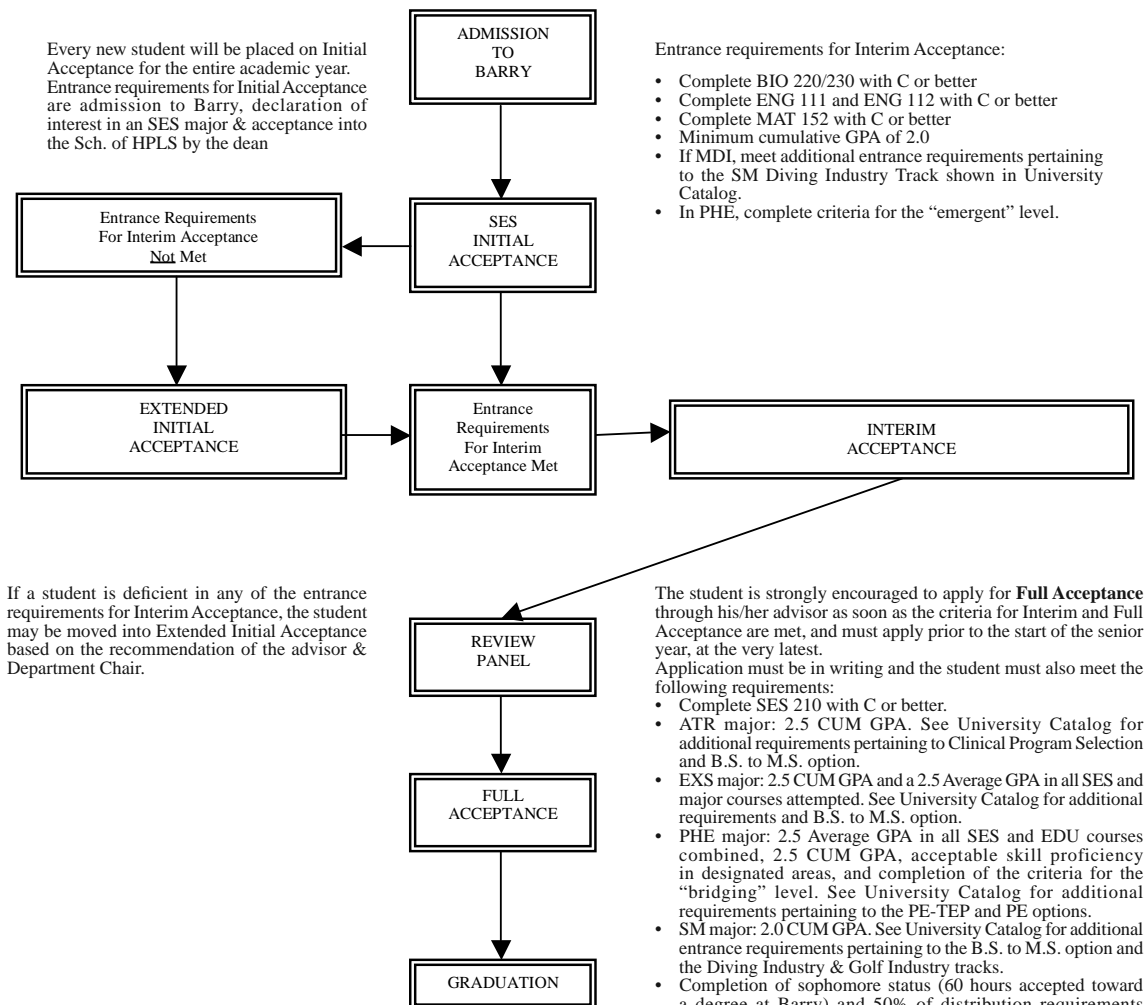
Before internship, students must be fully accepted into their majors. Most of these culminating, capstone, full-immersion experiences will take place in the nearby community with the appropriate agency. In rare exceptions, approval may be given for out of town internships. These opportunities are reserved 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 finger printing are required for some internships; costs for these are the responsibility of the student. In addition, students must show evidence of current certification in CPR and First Aid prior to the internship experience.

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	112	CPR/AED for the Professional Rescuer	2
SES	270	Concepts of Fitness & Wellness	3
SES	335	Psycho-Social Aspects of Sport	3
SES	340	Adapted Physical Activity in Sport and Recreation	3
SES	360	Essentials of Exercise Physiology and Lab	4
SES	361	Exercise Physiology and Lab	4
SES	465	Administration of Programs & Facilities (Except Majors in Sport Management)	3
SES	480	Contemporary Issues & Ethics in Sport	3
TOTAL SES CORE			21 – 25

SES STUDENT-MAJOR ACCEPTANCE PROGRESSION



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 accredited. 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 55 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 132 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 A and SES 499 B (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 Board of Certification (BOC) 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 sit for the BOC examination prior to bring approved for graduation. The student is responsible for all examination fees and the cost of all related travel to and from the examination site. Fees are posted on the BOC website at www.bocalc.org. Click on to the Candidate Handbook and Requirements and refer to the fee structure in the appendix. BOC certification, in combination with the B.S. degree in ATR and American Red Cross certifications, qualify 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 de-

tailed 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 coursework 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-Medical 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-Medical option should consult with his/her Barry academic advisor early in one's undergraduate course of study in order to accommodate any additional courses that may be necessary into one's schedule. Students should also plan to take the Medical College Admissions Test (MCAT) and plan to interview with the medical school(s) of their choice, along with any other criteria for selection established by the respective medical school(s).

Pre-Physical Therapy Option

Students completing the Athletic Training or Exercise Science programs with high academic standing may wish to pursue a pre-physical therapy option. Students must consult the physical therapy school catalog(s) of choice under “criteria” or “prerequisites for admissions” for specific requirements and policies appropriate to each physical therapy school before selecting this option. Declaration of this option will largely depend upon the student’s GPA and faculty/advisor recommendations on academic standing and character. Majors in Athletic Training or Exercise Science may have to complete coursework in the areas of College Chemistry with Lab, College Physics with Lab, Microbiology, Developmental psychology, Abnormal Psychology. (These requirements may vary based on specific admissions criteria established by the respective Physical Therapy School(s) under consideration).

The student interested in the Pre-Physical Therapy option should consult with his/her Barry academic advisor early in one’s undergraduate course of study in order to accommodate any additional courses that may be necessary into one’s schedule. Students should also plan to take the appropriate examination (GRE or AH-PAT) 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
CAT 102 Basic Computer Applications	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
DEGREE TOTAL: ATHLETIC TRAINING	132

Clinical Program Requirements in Athletic Training

All course requirements for certification by the BOC are included in the Athletic Training major. To satisfy Barry University and BOC 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 BOC certification examination in accordance with the standards set by Barry University, the BOC, and the Commission on Accreditation of Athletic Training Education (CAATE). 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 2.50 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 2.5 cumulative GPA. Students who drop below 2.5 are placed on clinical probation and have one year to return to clinical standing with a 2.5 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.

NOTE: Clinical students pursuing the 5-year B.S.-to-M.S. option must attain a minimum 3.0 cumulative GPA in order to be "fully accepted" into this seamless option and prior to enrolling in graduate courses.

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 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 BOC 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 BOC 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 2.5.
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 2.5.
4. Recommendation of the Athletic Training faculty for Level III promotion.
5. Submit application for "full acceptance" (required prior to enrolling in SES 481B).

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 2.5.
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 2.5.

4. Completion of SES 487 with a grade of C or better.
5. Recommendation of the Athletic Training faculty for the BOC 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 Athletic Training Education (CAATE). 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 BOC 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 BOC certified athletic trainer in good standing with the BOC who has an approved clinical instructor (ACI) rating in conjunction with a licensed Physiatrist specializing in disabilities. This review should be arranged through the ATEP program director. If the review affirms the program's position of failure to meet the technical standards, the student will immediately change 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 BOC 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 162 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 132 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 CAATE 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 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

CAT	102	Basic Computer Applications	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

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	

DEGREE TOTAL:

ATHLETIC TRAINING (B.S. to M.S.) 162

EXERCISE SCIENCE (B.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 121-semester-hour program which prepares students for a wide variety of health-related careers which include, but are not limited to the following:

- Fitness and wellness programs: careers include health and fitness instructor, strength training instructor; exercise leader, health and fitness program director.
- Clinical programs such as cardiac/pulmonary rehabilitation: careers include exercise specialist, exercise test technologist, 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 38 credit hours (beyond the SES core of 24 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 or the NSCA Strength and Conditioning Specialist 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 and all 400 level SES courses. 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) 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 11 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)	
OR	
** CHE 111 General Chemistry and Qual. Lab (4)	
** MAT 152 Elementary Probability & Statistics (3)	
** PHY 151 Introductory Physics & Lab (4)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** PSY 281 Introduction to Psychology (3)	
HUMANITIES AND FINE ARTS	9
SES Core Requirements:	24
(See listing, SES 361 required)	

Exercise Science Major Requirements

CAT	102	Basic Computer Applications	38
SES	220	Care & Prev. of Athletic Injuries	3
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	463	Appl. Physiol. Of Resist. Training	3
SES	486	Practicum in Exercise Science	2
SES	499	Internship in Exercise Science	12

Electives (3 hours minimum)

Recommended Courses:

SES	326	Principles of Motor Learning (3)	3
SES	463	Applied Physiology of Resistance Training (3)	3
SES	469	Directed Readings in Exercise Science (3)	3
SES	479	Directed Research in Exercise Science (3)	3
SES	485	Intro. to Law in Sport and Exercise Sciences (3)	3

DEGREE TOTAL:**EXERCISE SCIENCE (B.S.)** 121**Minor in Exercise Science**

An Exercise Science minor is available to complement pre-professional majors in medical, allied health, athletic training or other science-based fields who are interested in further study in the areas of exercise prescription and fitness programming. A student may earn a minor in Exercise Science by completing the following courses:

SES	112	CPR/AED for the Prof. Rescuer	2
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	370L	Fitness Assessment and Exercise Prescription Lab	1
SES	441	Cardiac Rehabilitation and Lab	4
SES	463	Applied Physiology of Resistance Training	3
SES	486	Practicum in Exercise Science	2

MINOR IN EXS TOTAL: 26**Pre-Physical Therapy and Pre-Medical 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 151 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 115 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), CAT 102 (Basic Computer Applications), 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. 3.0 cumulative GPA, and 2.75 average GPA in major, SES core, and co-requisite courses.

- 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

- Successful completion of the course and credit hour requirements.
- 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".
- Successful completion of the comprehensive examination (clinical track).
- Successful completion of the internship and the internship project (clinical track).
- 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. Six (6) 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: 24

(See listing. SES 361 required)

Exercise Science Major Undergraduate Requirements 32

(for both clinical and research tracks)

CAT 102 Basic Computer Applications 3

SES 220 Care & Prev. of Athletic Injuries 3

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 463 Appl. Physiol. Of Res. Training 3

SES 486 Practicum 2

SES 499 Internship 6

Undergraduate Course Electives 3

(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)

Exercise Science Major Graduate Requirements 30

SES 561 Adv Exercise Physiology (3)

SES 561L Adv Exercise Physiology Lab (1)

SES 578 ECG Interpretation & Exercise Testing (2)

SES 616 Research Methodology (3)

SES 618 Fitness & Wellness Promotion (3)

SES 672 Exercise & Energy Metabolism (3)

SES 686 Advanced Practicum (3)

Clinical (9 hrs. required):

SES 585 The Law in SES (3)

SES 679 Internship (6)

or

Research (9 hrs. required):

SES 689 Thesis (6)

SES 701 Advanced Studies in Applied Statistics (3)

Graduate Course Electives 6

Recommended Courses:

SES 520 Biomechanics (3)

SES 537 Sport Psychology (3)

SES 625 Motor Learning and Control (3)

SES 662 Exercise Psychology (3)

SES 701 Advanced Studies in Applied Statistics (3)

DEGREE TOTAL:

EXERCISE SCIENCE (B.S. to M.S.) 151

LEISURE AND RECREATION MANAGEMENT (B.S.)

Gayle Workman, Ph.D., Coordinator

The Bachelor of Science degree in Leisure and Recreation Management (LRM) prepares students to design, manage, and deliver leisure and recreation services to a variety of people in diverse settings. The Leisure and Recreation Management major requires a total of 124 semester hours of coursework, including a full-immersion 12 hour internship. A 23 hour minor in Environmental Studies is also included. **The minimum grade of C is required in all major, SES core, minor, and co-requisite courses.**

The major in Leisure and Recreation Management focuses on developing the skills to meet the demand and consumer expectations for the expanding leisure industry worldwide. The Environmental Studies minor is meant to strengthen and deepen students' knowledge and sensitivity regarding human impact on the environment, and the critical role this plays within the broad field of outdoor leisure and recreation. Extensive opportunities to integrate classroom learning within private leisure programs, tourism agencies, and public recreation and park facilities enhances students' knowledge and refines skills.

LEISURE AND RECREATION MANAGEMENT FULL ACCEPTANCE REQUIREMENTS

All students who have declared a major in Leisure and Recreation Management 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 the program Coordinator. This process is usually begun during the last semester of the sophomore year but no later than the start of the senior year.

Full Acceptance Criteria:

1. The student has 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 Leisure and Recreation Management.
3. The student has achieved a 2.00 cumulative GPA.
4. Achieved a 2.00 average GPA in all SES and EVS courses combined;
5. The student has completed SES 150, SES 210, BIO 104, BIO 104 Lab, ENG 111, ENG 112, and MAT 152 or equivalent with a grade of C or better.

6. The student has the recommendation of the program Coordinator, the Undergraduate Director, and the Associate Dean.

DEGREE REQUIREMENTS

Degree Requirements: Students in the four-year BS program must complete a total of 124 credits, organized as follows:

Distribution – 47

SES Core – 22

SES Major – 42

Minor in Environmental Studies – 10 (13 credits included in Distribution = 23 credits)

Elective – 3

Total – 124

Distribution Requirements and Co-requisites 47

(Courses specifically required are listed below each subject area with an asterisk (*) meets both distribution and minor requirements and must be completed with a grade of C or better).

THEOLOGY AND PHILOSOPHY 9

*PHI 354 Environmental Ethics (3)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

*BIO 104 Biological Foundations (4)

*BIO 220 Human anatomy and Lab (4)

*MAT 152 Elementary Probability and Stats (3)

SOCIAL AND BEHAVIORAL SCIENCES 9

PSY 281 Introduction to Psychology (3)

*GEO 301 World Environments (3)

*GEO 320 Geography of Disasters (3)

HUMANITIES AND FINE ARTS 9

SES Core Requirements 22

SES 210 Foundations of Sport and Exercise (3)

SES 212 Emergency Response and Lab (3)

SES 270 Concepts of Fitness and Wellness (3)

SES 335 Psycho-Social Aspects of Sport (3)

SES 340 Adapted Physical Activity, Recreation and Sport (3)

SES 360 Essentials of Exercise Physiology and Lab (4)

SES 480 Contemporary Issues and Ethics in Sport and Exercise Sciences (3)

* Required in SES and also counted in Distribution.

Leisure and Recreation Management Core Requirements 42

SES 150 Introduction to Outdoor Pursuits (3)

CAT 102 Basic Computer Applications (3)

SES 260 Leisure Programming and Planning (3)

SES 262 Recreational Leadership (3)

SES 292 Commercial Recreation (3)

SES 380 Facility Design and Event Management (3)

SES	390	Natural Resource Recreation Management (3)
SES	485	Intro to Law in Sport and Exercise Sciences (3)
SES	422	Principles of Sport Travel and Tourism (3)
SES	499	Internship (12)
SES	346	Wilderness Expeditionary Training (3)
OR		
SES	388	Sport Ecotourism (3)

Minor in Environmental Studies 13
(23 credits total with 10 credits (*), including GEO 301, reflected in distribution)

*BIO	104	Biological Foundations (4)
BIO	260	Biodiversity of Ecosystems (4)
BIO	360	Dynamics of Restoration Ecology (3)
EVS	310	Environmental Movements (3)
*GEO	320	Geography of Disasters (3)
*PHI	354	Environmental Ethics (3)

Electives (3 credit hours minimum)

SES	346	Wilderness Expeditionary Training (3)
SES	388	Sport Ecotourism (3)
BIO	112	Botany (4)
BIO	216	Zoology (4)
CHE	209	Environmental Chemistry (3)
EVS	430	Environmental Crime and Law (3)

Degree Total: 124

PHYSICAL EDUCATION (B.S.)

Kathryn Ludwig, Ph.D., Coordinator

This program may meet the requirements for Florida temporary certification. Additional requirements would subsequently be necessary to obtain a professional certificate. Students are advised that this program may not be accepted for certification in other states because it is not a state approved program.

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 121 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.

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. Complete all SES department “Interim Acceptance” requirements (see “Acceptance Progression Chart” earlier in this section);
6. Apply for “Full Acceptance” no later than the junior year or the completion of 90 credits of coursework;
7. Seek the recommendation from the Physical Education Program Coordinator;
8. Obtain approval from the SES Faculty Review Panel.
9. 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 470/476, 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.

Approval for Student Teaching:

SES 486: PE Student Teaching meets the integrative experience requirement for graduation. In order to be granted permission by the Department Chair and Dean to enroll in SES 486, the student must have satisfied these conditions:

- a. be FULLY ACCEPTED into the PE program;
- b. pass SES 470 and SES 476 with a C or better; and
- c. attempt the general knowledge portion of the FTCE;

Physical Education Full Acceptance and Florida Teacher Certification

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. 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.
4. Students fully accepted into the PE program 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)

AND

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**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

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)

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 20

(See listing. PE majors take SES 112 and Lab, SES 360 required @ 4 hrs. but counted in Distribution)

Physical Education Major Requirements 36

ISR As recommended by advisor 2

CAT 102 Basic Computer Applications 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 Elementary Physical Education 4

SES 476 Methods & Practice of Teaching Secondary Physical Education 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:

Required SES 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.) 121

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 study of the effects and dangers of drug use including performance enhancing drugs, and a valid certificate in CPR issued by the American Red Cross or the American Heart Association, is now required. 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.)

Daniel Rosenberg, Ed.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 3.0 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 17

(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)

MIS 215 + Lab Intro. to Management Systems 3

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

Electives (5 hours minimum) 5

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., Program Director

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 132 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. Medical examination results for certification of physical fitness for rigorous physical activity, including but not limited to chest x-ray, lung function, cardiovascular fitness, complete blood and urine screening and blood toxicology reports. Results may be shared with international diving medical experts at Divers Alert Network to help determine safety clearance for diving at all depths required within the SMDI curriculum.
- **3. Verification of current medical insurance to cover local medical treatment for routine health services and/or emergencies including hyperbaric medical treatment and remote air ambulance coverage. All policies must be current throughout the duration of the SMDI program to protect the health of the student.
- **4. Agreement to complete, prior to each in-water activity, a "Hold Harmless" statement that acknowledges proper individual preparation for diving including proper rest, hydration, nutrition and including attesting to being alcohol, nicotine and substance-free.
- **5. Agreement to subject to random urine drug testing during all semesters of in-water activity and/or coursework as is the professional standard in many areas of the diving industry.
- **6. 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. Student will be notified in advance of particular course registration.
- **7. Agreement to summer availability for one academic session in order to complete an intensive international dive activity experience.

- **8. Agreement to complete and document no fewer than 10 open-water dives per calendar year (excluding dives associated with coursework).
- **9. Agreement to provide documentation of annual professional service for any personally-owned mechanical or electronic diving equipment for continued use throughout the duration of the SMD program.
- *10. Successful completion of the Cooper 12-minute Swim at a "Good" or higher category for aquatic fitness. Testing to begin the first semester of program involvement.
- **11. ISR 155 or equivalent entry-level diving certification from a recognized training/certifying agency.
- 12. ISR 255 or equivalent intermediate diving certification from a recognized training/certifying agency.

For Full Acceptance

- 13. SES 211 or current Lifeguard Training Certification equivalent to that issued in SES 211.
- 14. SES 212 or current First Aid, CPR/AED for Professional Rescuers, Blood Borne Pathogen, Oxygen Administration certifications equivalent to those issued in SES 212.
- 15. Documentation of no fewer than 30 SCUBA dives in a variety of environments and conditions.
- 16. 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.
- 5. Hold current certifications as a lifeguard and as a qualified emergency responder to maintain life-support in remote locations until more qualified medical personnel arrive.
- 6. Manage all aquatic-related emergencies whether local or remote in location and provide total appropriate care for the situation, including notification of all professional agencies with required documentation.
- 7. Demonstrate the ability to work with and take full professional responsibility for diverse populations who present with specific needs whether cognitive or motor in nature and manage the risk in a variety of aquatic environments.
- 8. Attain professional diving leadership certification with an international training organization, be current with all legal and ethical issues and be governed by all professional standards as written.
- 9. Be proficient in dive operations planning, execution and management for various underwater work within international tropical environments whether from land or a vessel.
- 10. Have a functional understanding of the international business aspects and current trends of the global industry including: marketing, promotion, sport tourism including cultural diversity in human resource management.
- 11. Perform as an instructional assistant to a professional SCUBA instructor in maintaining a safe and enjoyable environment for new divers to enter into the recreational diving market as educated consumers.
- 12. Demonstrate appropriate professional ethics in the preservation and conservation of the marine environment, and educate others to support these efforts.

Technical Standards for Graduates of Sport Management – Diving Industry Program

For successful entry into the international recreational diving industry and related fields, graduates must:

- 1. Show a solid foundation of knowledge of the diverse career opportunities by verbalizing a functional understanding of the specific technical skills required for those areas.
- 2. Have a functional command of the physics involved in compressed gas and breath-hold diving and the resulting physiological and psychological effects on the human body from juvenile to geriatric.
- 3. Utilize that knowledge base for appropriate safe planning of diving operations within a multitude of aquatic environments using the current technical support equipment within the industry.
- 4. Demonstrate a high degree of personal watermanship ability topside and underwater, including but not limited to swimming; breath-hold diving; rescue techniques; SCUBA skills and seamanship.

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
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
MKT	385	Consumer Behavior	3

Other Electives: (3 hours minimum) 3

Recommended Courses:

SES	260	Leisure Planning and Programming (3)
SES	308	Underwater Photography (3)
SES	380	Facility Design & Event Mgmt. (3)
SES	440	Sport Marketing, Promotions, and Fund Raising
SES	444	Financial Applications to Sport (3)

DEGREE TOTAL: SPORT MANAGEMENT-DIVING INDUSTRY (B.S.) 132

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, International Business, Photography, Physical Education, Journalism, Broadcast Communications, Criminology, Sport Management) who desire in-depth theoretical knowl-

edge, intensive practical skill application and risk management awareness in the use of SCUBA equipment for work and recreation. 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	308	Underwater Photography (3)
SES	362	Diving Bus Mgmt, Retailing & Practicum (3)
SES	365	Hyperbaric Phys & Decompression Theory (3)
ISR	xxx	Diving Courses

TOTAL: DIVING EDUCATION MINOR 25

SPORT MANAGEMENT/GOLF INDUSTRY (B.S.)

TBA, Program Director

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
WRITTEN AND ORAL COMMUNICATION	9

SCIENCE AND MATHEMATICS	11
**BIO 220 Human Anatomy and Lab	(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	17
(See listing. SES 112. SES 360 required @4 hrs but counted in Distribution. SES 465 not required.)	

Sport Management/Golf Industry Requirements: 44

Sport Management Major Core (21 hrs.)
(See listing under Sport Management)

Additional Sport Management Requirements (3 hrs.)

SM-Golf Industry Requirements (20 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	3
SES 486	Practicum in Golf Industry I	2
SES 486	Practicum in Golf Industry II	2

Minor in Business		
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
MKT 385	Consumer Behavior	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-GOLF INDUSTRY (B.S.) 130

SPORT MANAGEMENT (B.S. TO M.S.)

Daniel Rosenberg, Ed.D., Coordinator

The seamless Bachelor of Science to Master of Science Degree in Sport Management is a 150 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 30 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. All thesis track students must be approved for thesis by the sport management coordinator. 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 3.0 cumulative overall GPA, and 2.75 average in all SES and major courses attempted.
6. Approval from the Sport Management Program Coordinator, the SES faculty, 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 (internship track).

4. Successful completion of the internship and the internship project (internship track) or
5. Successful completion of the thesis (thesis 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 585 The 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 532 Facilities 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

MGT 352 Human Resource Management 3

MKT 306 Marketing Concepts and Applications 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	15
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	12
SES 616 Research Methods	3
SES 634 Governance and Ad. Of Amateur Sport	3
SES 679 Internship/Project	6

Sport Management Graduate Course Electives	15-18
---	--------------

SES 530 Managing the Sport Enterprise (3)	
SES 533 Sport Marketing Management (3)	
SES 544 Financial Applications to Sport (3)	
SES 621 Ethics and Social Issues in 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.)	150

Course Descriptions — Sport and Exercise Sciences Prefix: SES

110 Introduction to Diving Science, Technology and Management (2)

Provides an overview of recreational, scientific, public safety, commercial, military diving, and career opportunities within each area.

112, 112L CPR/AED for the Professional Rescuer (2)

American Red Cross certification examinations: CPR for the Professional Rescuer including AED for adult and child, Blood Borne Pathogens Training and Oxygen Administration. Lecture and lab must be taken concurrently.

150 Introduction to Outdoor Pursuits (3)

This course serves as a basic introduction to the field of leisure and recreation. It includes current principles, theories, and practical applications relevant to

contemporary outdoor recreation and leisure pursuits. The course includes principles, current theories and practical applications for the leisure service provider.

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. Introduction to the fields of Exercise Science, Physical Education, Sport Management, Leisure and Recreation Management and Athletic Training. Participation in a variety of sport experiences. A focus of the class is to examine the common elements that unite the fields of Sport and Exercise Sciences.

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, CPR/AED 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 including AED for adult and child, Blood Borne Pathogens Training and Oxygen Administration. Lecture and Lab must be taken concurrently.

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 Care and Prevention of Athletic Injuries (3)

This course is designed to introduce the student to the study of injuries as well as the conditions and illnesses of the physically active. The student will examine the anatomy and physiology associated with injury as well as the etiologic factors related to injury. The student will also be introduced to the concepts related to the field of athletic training as a profession and will address the view of other professionals involved with injury in the athletic arena. The course is intended to provide the preliminary information needed to advance the field of athletic training and establish a foundation of knowledge towards challenging the BOC certification examination. Prerequisite: BIO 220/230.

220L Care and Prevention of Athletic Injuries Lab (1)

This laboratory course applies the cognitive and affective components of the SES 220 lecture in the practice and proficiency of the psychomotor skills associated with basic injury assessment and athletic injury assessment and athletic taping techniques. Two hours weekly. Prerequisite: Concurrent enrollment in SES 220.

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. Prerequisites: initial 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 pro-

grams, including those in aging communities, tourism, etc.

262 Recreational Leadership (3)

This course is designed to introduce students to program and leadership skills used in leisure and recreational enterprises. Emphasis will be on leadership techniques, group dynamics, communication skills, facilitation styles, problem solving and decision making techniques. A study of group dynamics and the theories and processes of leadership will be explored.

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.

292 Commercial Recreation (3)

This course is designed to introduce students to the fundamentals and principles of commercial recreation, including the delivery of goods, services, facilities, entrepreneurship, and current trends in the field.

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.

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. Prerequisites: SES 220, 220L. Honors option.

320 Kinesiology (3)

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.

320L Kinesiology Lab (1)

The study and application of anatomical and biomechanical principles of human performance and movement science. Laboratory to be taken concurrently with lecture.

321 Advanced Upper Extremity Assessment of Athletic Injuries and Lab (4)

This course is designed to introduce the athletic training student to techniques in assessment and evaluating 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 Lab (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.)

346 Wilderness Expeditionary Training (3)

This course involves travel to and within selected national parks or wilderness areas, offering an applied approach to preparing for and leading wilderness expeditions. The purpose of this course is to introduce students to the fundamentals of wilderness travel with an emphasis on preparation, safety, service and leadership. This course is designed to meet the needs of those interested in outdoor adventure activity programming.

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 industry 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, SES 311.

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 351, 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.

388 Sport Ecotourism (3)

This course involves travel to and within selected locations outside of the United States. Topics covered will include the history, philosophy, organization and management of the ecotourism industry. The selected destination will be examined in order to understand the various systems of the host country, including an overview of urban, private, regional, state and federal roles and guidelines in the provision of recreational opportunities. An introduction to nature resource-based tourism, adventure and commercial outdoor recreation opportunities, conservation values, and the impact of ecotourism will be explored.

390 Natural Resource Recreation Management (3)

This course investigates the natural, cultural, social and managerial systems that provide society with opportunities for nature-based recreation. It will focus on the administration of recreational lands by state and federal agencies. Principles and practices of recreation planning and the management of natural resources will be examined.

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.

422 Principles of Sport Travel and Tourism (3)

The purpose of this course is to examine the elements and concept of sport and adventure travel and tourism. Topics will include the social science of tourism, and the geography, economics, psychology, history, and development of tourism and sustainable systems. The industry's positive and negative social, cultural, economic, and ecological impacts in destination communities throughout the world will be explored. The planning, development and management of sport tourism at local, regional, national and international levels will be analyzed.

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 and Lab (4)

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.

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 Elementary Physical Education (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, curriculum development 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 also participate in twenty hours of field experiences and observation in elementary/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 Methods and Practice of Teaching Secondary Physical Education (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 may also be assigned to assist with an ISR class within the department or other instructional setting. 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: 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 and must have passed SES 370 Fitness Assessment and Exercise Prescription or be taking it concurrently. 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), Leisure and Recreation Management (LRM), 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. Students must be currently certified in CPR and First Aid. 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, Exercise Science, and Leisure and Recreation Management 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 6 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

Catalina Franco, 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.

COLLEGE OF HEALTH SCIENCES

Faculty: Abdellatif, Beason, Carr, Colvin, Fernandez, Fickel, Freed, Gretzinger, Hackett, Harris, Hays, Hershorin, Lamet, Lavandera, Little, Laudan, Majka, Morris, Neely-Smith, Packert, Pinkerton-Johnson, Rafalko, Steffey, Whalen

The purpose of the College of Health Sciences is to provide high-quality education that will prepare competent, thoughtful, ethical, and compassionate natural and biomedical scientists and health professionals. This is accomplished within a caring environment supportive of the religious dimension of the university. The College also provides biological and biomedical courses for students from other academic disciplines as part of a liberal education.

With the knowledge that the world and human needs are constantly changing, the goals of the College of Health Sciences are:

- 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 College of Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors to be successful in their careers and contribute to the community they serve.

The College of Health Sciences reserves the right to remove any students for academic or non-academic reasons as outlined in university, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the university, school or program.

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.

***Important Notice:** Participation in internship is a required part of the curriculum and a requirement for graduation. Internship sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program's internship and may deny a student's participation in the internship because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be done at the student's expense.*

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.

Course Descriptions— Biology Prefix: BIO

Internship courses are described below. All other Biology course descriptions can be found in the College of Arts and Sciences, page 100.

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. (Fall, Spring)

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. (Fall, Spring, Summer)

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. (Fall, Spring, Summer)

482-487-492 Nuclear Medicine Technology (30)

Twelve-month period of academic and clinical training in a school of nuclear medicine technology ap-

proved by a national allied health accrediting agency. (Fall, Spring, Summer)

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. (Fall, Spring, Summer)

259, 359, 459 Independent Study (3) (3)

Opportunity for extensive study in areas of special interest to the student. (Dean's permission required.) (Fall, Spring, Summer)

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). (45 hours/semester required per credit) Prerequisite: Approval of Instructor. (Fall, Spring, Summer)

BIOLOGY EVENING PROGRAMS

Gerhild Packert, Ph.D., Program Director

The purpose of the Biology Evening Programs is to provide non-traditional students who are unable to attend class during workday hours:

- a B.S. in Biology with a Histotechnology specialization,
- a B.S. in Biology with a minor in Histotechnology,
- a Post-Baccalaureate Certificate in Histotechnology, or
- a B.S. degree in Biology with a minor in Medical Laboratory Science.

The program, consisting of Fall, Spring and Summer semesters, is designed for transfer students to complete the degree requirements in a minimum of two years. Students may fulfill the distribution requirements through the School of Adult and Continuing Education (ACE).

ADMISSION REQUIREMENTS

Applications are accepted on an ongoing basis. A \$30 application fee is required at the time of submission. Students seeking admission to the Biology Evening Programs must submit a completed application, write a statement of purpose, provide official transcripts from institutions attended, and submit two satisfactory professional letters of recommendation from faculty or supervisors. A personal interview may be required before acceptance into the program. Upon

acceptance, a non-refundable deposit in the amount of \$250 is required to hold the applicant's position in the program. The deposit will be applied toward tuition expenses.

Students may transfer up to 64 credits from an accredited community college and an additional 26 upper-level credit hours from an accredited university.

All students must have received a minimum grade of C in all college-level prerequisites listed below, and an overall GPA of 2.5 (on a 4.0 scale).

PREREQUISITES

Biology (12 semester hours)

General Biology
Physiology with Lab
Anatomy with Lab

Chemistry (8 semester hours)

General Chemistry
Introduction to Organic and Biological Chemistry with Lab

Math (3 semester hours)

General Education Mathematics, or higher

Non-Academic Requirements

Vision

- Read charts, labels, graphs, materials with the aid of a microscope; discriminate colors and record results

Speech and Hearing

- Communicate effectively using standard English, and assess non-verbal information

Fine Motor Skills

- Skills necessary to operate instruments including a microtome, and manipulate tools

Psychological Skills

- Possess the emotional health required to utilize full intellectual abilities
- Recognize emergency situations and take appropriate actions

International Students

International students who have completed all or part of their college coursework outside of the United States at an internationally listed institution must submit their transcripts to an official international transcript evaluation service. Information about professional evaluating services in the United States is available from the Office of Health Sciences Admissions. Official transcripts and the international credit evaluation must be submitted to Barry University for admission and evaluation purposes.

Students are also required to obtain a score of at least 550 (213 on the computer-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

HISTOTECHNOLOGY SPECIALIZATION PROGRAM

Histotechnology is a structural science concerned with the evaluation of tissues, their cellular morphology and their chemical composition. Histotechnologists work under the supervision of a pathologist, preparing, cutting, processing and staining tissue specimens of human, animal or plant origin for diagnostic, research and teaching purposes. New technologies and methodologies are constantly being developed in the field, making this allied healthcare profession one of the most exciting and dynamic in the workplace today.

Barry University's Histotechnology Specialization Program is designed to prepare allied health professionals for this challenging field. Students successfully completing the program are eligible to sit for the American Society for Clinical Pathology (ASCP) HTL certification examination. Please note that certification agencies may change their qualifying requirements; it is your obligation to meet those requirements.

Histotechnologists must have critical thinking skills, precision, fine manual dexterity, and the ability to work well under pressure and with minimal supervision. Patient contact is limited.

Educational Objectives

Graduates will have acquired the ability to:

Demonstrate entry-level competencies in the basic procedures of the histopathology laboratory, including but not limited to fixation, embedding, frozen sectioning, microtomy, routine and special stains, and immunohistochemistry.

Demonstrate the skills and attitudes needed for clinical competencies in the medical laboratory science profession.

Implement basic principles of laboratory safety procedures.

Operate basic instruments including microtome, cryostat, embedding stations and processing equipment, and perform basic maintenance procedures.

Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical laboratory.

Integrate knowledge of histology and research to be able to critique and analyze data and published studies related to the field.

Develop an awareness of major health, social and economic problems of the community and the world at large.

The Biology Evening Programs offer three different options to help you reach your career goals.

Option I

B.S. in Biology/Histotechnology Specialization

Transfer students who have fulfilled the prerequisites listed above are eligible for this option. The program includes a six-month Clinical Experience at clinical affiliate sites in Dade, Broward, and Palm Beach counties.

Option II

B.S. in Biology/minor in Histotechnology

Students that have completed an associate's degree in a histotechnician (HT) program from an accredited community college and are licensed histotechnicians, are eligible for this option. Students are able to transfer 64 semester hours from an accredited community college, and up to an additional 26 upper-level semester hours from an accredited university. The student then will progress toward a B.S. degree through evening classes.

Option II does not require a six-month Clinical Experience.

Option III

Post-Baccalaureate Certificate in Histotechnology

The Post-Baccalaureate Certificate in Histotechnology program is designed for students who have already earned a bachelor's degree from an accredited institution and have fulfilled the prerequisites listed above. This 4 + 1 program prepares the student for histotechnology certification with nine months of additional study. This program includes a six-month Clinical Experience at clinical affiliates in Dade, Broward, and Palm Beach counties.

Students that have fulfilled the prerequisites for the Post-Baccalaureate Certificate may qualify for a second bachelor's degree. Refer to the Barry University Undergraduate Catalog for policies and conditions related to second bachelor's degrees.

CORE COURSEWORK

All students in Options I and II are required take the following core courses:

- BIO 300 Special Topics: Orientation (1 s.h.)
- BIO 300 Special Topics: Medical Terminology (2 s.h.)

- BIO 303 Genetics (3 s.h.)
- BIO 317 Laboratory Management Seminar (2 s.h.)
- BIO 325 Microbiology (3 s.h.)
- BIO 330 Cell Biology (3 s.h.)
- BIO 445 Microtechnique Lecture (2 s.h.)
- BIO 450 Histology Lecture (2 s.h.)
- BIO 450L Histology Lab (2 s.h.)
- BIO 455 Immunology (3 s.h.)
- BIO 475 Seminar (3 s.h.)

Students in Options I and III add the following:

- BIO 445L Microtechnique Lab (2 s.h.)
- BIO 484 Clinical Experience I (4-6 s.h.)
- BIO 489 Clinical Experience II (6-9 s.h.)

All students can choose from the following courses as needed to satisfy upper-level biology requirements:

- BIO 300 Special Topics: Flow Cytometry (2 s.h.)
- BIO 300 Special Topics: Immunohistochemistry (2 s.h.)
- BIO 300 Special Topics: Cytology (2 s.h.)
- BIO 300 Special Topics: Bioinformatics (2 s.h.)
- BIO 300 Special Topics: Laboratory Safety (2 s.h.)
- BIO 346 Parasitology (3 s.h.)
- BIO 427 Biochemistry I (3 s.h.)
- BIO 428 Biochemistry II (3 s.h.)
- BIO 452 Quantitative Applications in Biology (3 s.h.)

Note: Biology course requirements for Option III will be determined by credit evaluation of the bachelor's degree.

General distribution 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). In fulfillment of the distribution requirement, PHI 353 – Biomedical Ethics is required.

DEGREE REQUIREMENTS

- Major: Minimum 45 semester hours in biology courses
- Math: 3 semester hours, MAT 107 or above
- Chemistry: Minimum 8 semester hours exclusive of MLT Clinical Chemistry, equivalent to CHE 111 and CHE 152 or CHE 343 with lab.
- Computer: Minimum 3 semester hours. (CAT 102 or CS 180)
- Distribution: 36 semester hours, inclusive of PHI 353
- Upper-Level credits: 48 semester hours
- Total number of credits: 120
- Satisfactory completion of a final comprehensive exam

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Experience, the student must present proof of medical insurance, a physical examination and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation Tetanus (DTP), MMRx2, and Hepatitis B. These documents must be presented before the student will be allowed to progress to Clinical Experience status.

PARTICIPATION IN THE CLINICAL EXPERIENCE

Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. *Important Notice: Participation in clinical experiences, rotations or field-work is a required part of the curriculum for Options I and III, and a requirement for graduation. Clinical affiliate sites require a drug and criminal background check in order to permit participation in the program's Clinical Experience. The program may deny a student's participation in the Clinical Experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug screening and background checks will be done at the student's expense.*

The minimal passing grade for each Clinical Experience is: BIO 484 Clinical Experience I, "73" (C) or higher; BIO 489 Clinical Experience II, "83" (B) or higher.

The grading scale for the Clinical Experience courses only is as follows:

- 93 – 100 = A
- 83 – 92 = B
- 73 – 82 = C
- 68 – 72 = D
- Below 68 = F

ACADEMIC DISMISSAL

Each didactic course must be passed with at least the minimally acceptable grade of C or higher. Students will not be able to enroll in Clinical Experience I until all didactic courses have been successfully completed. Should a student fail to meet the minimal passing grade of "73" (C) or higher for Clinical Experience I, the student will be dismissed from the remainder of the program.

SITES

Didactic courses and BIO 450L Histology Lab and BIO 445L Microtechnique Lab are taught at Barry University on the main campus. General distribution courses may be taken at ACE sites. Histotechnology Clinical Experiences are offered at clinical affiliate sites.

Miami-Dade County: Jackson Memorial Hospital, Mount Sinai Medical Center, Palmetto General Hospital, Mark and Kambour Pathology Associates, Baptist Hospital, South Miami Hospital and Miami Children's Hospital.

Broward County: South Broward Hospital District (Memorial Regional Hospital, Memorial Hospital Miramar, and Memorial Hospital West), North Broward Hospital District (Broward General Medical Center, Coral Springs Medical Center, Imperial Point Medical Center, North Broward Medical Center), Holy Cross Hospital, and Westside Regional Medical Center.

West Palm Beach: Bethesda Memorial Hospital and Wellington Regional Medical Center.

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).

ACCREDITATION

Barry University's Histotechnology Specialization Program is approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS): 8410 W. Bryn Mawr Ave. Suite 670, Chicago, IL 60631 / Telephone: 773-714-8880 / Fax: 773-714-8886 E-mail: info@naaccls.org.

B.S. in Biology/Minor in Medical Laboratory Science

Barry's undergraduate Biology Evening Programs prepare licensed medical laboratory technicians (MLT) 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 MLT program, and up to an additional 26 upper-level semester hours from an accredited university. The students then will progress toward a B.S. degree through evening classes.

Educational Objectives

Graduates will have acquired the ability to:

Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical laboratory.

Demonstrate the skills and attitudes needed for clinical competencies in the medical laboratory science profession.

Implement laboratory safety procedures.

Develop an awareness of major health, social and economic problems of the community and the world at large.

Integrate knowledge of medical laboratory technology and scientific research to be able to critique and analyze data and published studies related to your field.

CORE COURSEWORK

All students must meet the following requirements:

- BIO 300 Special Topics: Orientation (1 s.h.)
- BIO 300 Special Topics: Medical Terminology (2 s.h.)
- BIO 300 Special Topics: Laboratory Safety (2 s.h.)
- BIO 303 Genetics (3 s.h.)
- BIO 317 Laboratory Management Seminar (2 s.h.)
- BIO 325 Microbiology (3 s.h.)
- BIO 330 Cell Biology (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.)

General distribution 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). PHI 353 – Biomedical Ethics is required.

Each didactic course must be passed with at least the minimally acceptable grade of C or higher.

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
Chemistry:	Minimum of 8 semester hours, exclusive of MLT Clinical Chemistry. CHE 111 and CHE 151 with labs, must be transferred.
Computer:	Minimum 3 semester hours, CAT 102 or CS 180
Distribution Requirements:	36 semester hours, inclusive of PHI 353
Upper-Level credits:	48 semester hours
Total number of credits:	120, with a minimum of 30 credits from Barry University

Satisfactory completion of a final comprehensive exam.

NATIONAL LICENSURE REQUIREMENTS

Upon successful completion of the B.S. in Biology/MLS minor degree program, the student will be eligible for technologist certification by ASCP, NCA, or AMT. Please note that certification agencies may change their qualifying requirements; it is your obligation to meet those requirements.

Course Descriptions— Biology Evening Programs

BIO 300 Special Topics (1-3)

Content to be determined as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Approval of instructor.

BIO 303 Human Genetics (3)

The 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 will learn how these techniques are utilized in human genetics.

BIO 317 Laboratory Management Seminar (2)

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.)

BIO 325 Microbiology (3)

Bacterial and viral classification, structure, physiology, genetics, pathogenicity and immunology; methods of cultivation, identification, and control of microorganisms. Prerequisites: Biology 104 or equivalent; CHE 152 or 343.

BIO 330 Cell Biology (3)

Biological processes in prokaryotic and eukaryotic cells, with emphasis on the correlation between structure and function on the molecular level. Prerequisite: BIO 104 or equivalent, CHE 152 or 343.

BIO 346 Parasitology (3)

Morphology, taxonomy, identification, life cycle, host-parasitic relationship, and control of protozoan, helminth, and arthropod parasites. Prerequisite: BIO 104 or equivalent.

BIO 427, 428 Biochemistry I, II (3) (3)

Introduction to the fundamental aspects of biochemistry, emphasizing 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.

BIO 445 Microtechnique and Lab (2) (2)

Theory and extensive hands-on experience in the histotechnology laboratory. Students learn how to use basic instrumentation in preparation for the Clinical Experience. Prerequisite: BIO 104, BIO 220 or equivalent, and BIO 450/L.

BIO 450 Histology and Lab (2) (2)

Microscopic identification of human tissues. Emphasis on the relationship between structure and function. Prerequisite: BIO 104, BIO 220 or equivalent.

BIO 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. Prerequisites: BIO 104 and any one of the following: BIO 253 or BIO 325 or BIO 330.

BIO 475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology.

BIO 484 Clinical Experience I (4-6)

Clinical Experience with students' first exposure to the hospital environment. Prerequisite: Completion of didactic portion of the histotechnology specialization.

BIO 489 Clinical Experience II (6-9)

Continuation of clinical experience with emphasis on achieving entry-level competencies for histotechnologists. Prerequisite: BIO 484.

For course description of all other courses see appropriate section of University Catalog.

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 cardio-pulmonary system and complex technology to the task of maintaining life during cardiac surgery. This involves the preparation and operation of the heart-lung machine and other equipment used to replace the normal functions of the heart and lungs during surgery. Perfusionists are clinically active in a number of areas including pulmonary intervention, neurosurgery, cancer surgery, organ and limb preservation, vascular repair, hypothermia, blood salvage and recovery, transplantation, and artificial heart assist devices. Their primary role, however, remains in cardiovascular surgery.

Perfusion has grown from the era of on-the-job trained technicians to technologists of a recognized and respected allied health profession demanding highly skilled specialists, educated and certified in the art and science of extracorporeal technology.

Barry University has designed this program for the allied health care professional. The curriculum will take twenty-one months to complete. The didactic session will last two semesters. Classes are scheduled during the daytime. The clinical session will last 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 have the clinical skills and theoretical knowledge required for entry level positions in the field. They will be able to competently complete all phases of Cardiopulmonary Bypass including pre, intra and post-operatively.
2. The graduate will demonstrate compassion for patients and exhibit a strong sense of ethical behavior.
3. The graduate will be able to collaborate with other members of the Cardiovascular team and act as a resource person to other healthcare professionals and patients.
4. Collectively, graduates of the program will demonstrate acceptable pass rates the American Board of Cardiovascular Perfusion certification examination.
5. Graduates will become actively employed in the field of Cardiovascular Perfusion and become involved in professional societies and continuing education.

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;
6. have a current certification in Basic Life Support.

Important Notice: Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program's clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be done at the student's expense.

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	<u>3</u>
	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	<u>3</u>
	16

Summer Semester

Clinical Practicum I	12
----------------------	----

Second Year

Fall Semester

Clinical Practicum II	12
-----------------------	----

Spring Semester

Clinical Practicum III	<u>12</u>
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 Practica II or III will result in dismissal from the program. The grading scale for the *Clinical Practica only* is as follows:

$$94 - 100 = A$$

$$85 - 93 = B$$

$$76 - 84 = C$$

Course Descriptions—

Cardiovascular Perfusion Prefix: CVP

310 Cardiac Anatomy and Physiology (3)

Structure and mechanisms by which the cardiovascular system functions in relationship to other organ systems. Prerequisite: Program Admission.

340 Basic Surgery and Monitoring (2)

Exposure of sterile and aseptic techniques, interrelationships among personnel and surgical techniques within the operating room relating to perfusion. Prerequisite: Program Admission.

350 Perfusion Technology I (3)

Introduction to the various components that comprise the software and hardware of the perfusion circuit and techniques in their utilization. Prerequisite: Program Admission.

360 Perfusion Devices and Lab I (1)

Extensive hands-on experience in the perfusion wet-lab. Students learn and demonstrate proper circuit assembly with knowledge of the mechanics. Prerequisite: Program Admission.

400 Cardiovascular Pharmacology (3)

Study of the various pharmacological interventions utilized for cardiovascular patients. Prerequisites: CVP 310, 340, and 350.

410 Research Methodology (1)

Applications of how to interpret, write, and present scientific data pertinent to perfusion science. Prerequisites: CVP 350 and 360.

420 Cardiology (2)

Study of normal and abnormal EKG's, 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, Ph.D., 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 cur-

riculum. 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 premed 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
- 8 s.h. Anatomy & Physiology strongly recommended

*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 College of 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 77% of the Track I students over the past 23 years have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine throughout the United States, including the Barry University School of Podiatric Medicine.

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 with an overall score of 70% or better 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.

Division of Nursing

Philosophy

This philosophy describes the beliefs of the nursing faculty of Barry University about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission and supports the purpose of the Division of Nursing.

The faculty believe that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. Through the process of professional caring, we place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believe that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner on patterns across the life span, professional nursing involves evidence based practices that are preventative, restorative, and promotive. The three major roles of professional nurses, provider of care, coordinator of care, and member of a profession, are differentiated at various academic levels. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the appropriate preparation for advanced nursing practice. Doctoral nursing education prepares nurses as clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and life long learning. The unique focal area of our inquiry is multicultural health.

The curricula of the nursing program are dynamic and based on the belief that society and nursing are ever-changing. This attention to nursing's influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community ser-

vice. The curricula promote and facilitate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge. Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the scholarly search for meaning and understanding in professional nursing.

The philosophy of the Division of Nursing articulates with the University mission through the major characteristics of quality education, religious dimension, community service, and a caring environment which celebrates the diversity of students, faculty, and community. The nursing faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to social responsibility and leadership.

Purpose

The undergraduate nursing program consists of the generic BSN programs and the RN to BSN program. The undergraduate program is based on a Judeo-Christian heritage and humanistic framework which seeks to lay a foundation for safe, compassionate and multiculturally sensitive professional practice. The undergraduate program prepares clinically competent professional registered nurses for employment settings that require: critical thinking and leadership/management skills to communicate with patients and other health care providers; participation in change related to the provision of nursing care; the inculcation of nursing and health related research; the ability to educate individuals, families, and communities regarding health promotion, risk reduction, and disease prevention; participation in continued personal and professional growth; and preparation for graduate study in nursing.

Curriculum

The nursing faculty 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 Division of Nursing is based on nine 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 nine processes which comprise the practice of nursing and upon which the undergraduate curriculum is based include change, communication, critical thinking, leadership, nursing, professionalism, research, teaching/learning and multicultural health.

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:

- Synthesize knowledge, skills, and technology from the practice and science of nursing, the arts, humanities, and the sciences to engage in critical thinking and the nursing process, incorporating the mind, body, and spirit, in the care of diverse individuals, families, and communities.
- Incorporate nursing and health related research findings in the delivery of comprehensive nursing care.
- Adapt practice, teaching, and communication through knowledge of multicultural norms and beliefs.
- Incorporate strategies for health promotion, risk reduction, and disease prevention in the care of diverse individuals, families, and communities.
- Integrate leadership and management principles to coordinate, manage, delegate, and evaluate care with diverse individuals, families, and communities in multiple contexts.
- Coordinate care for diverse individuals, families, and communities through collaboration with the multidisciplinary healthcare team.
- Evaluate the impact of political, legal, and ethical factors on the health of individuals, families, and communities and the effect of the students' participation in those processes.
- Embrace professional practice through assuming responsibility and accountability for actions and a commitment to education and self evaluation.

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 Division 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.

The **Center for Nursing Scholarship** guides, supports, and assists with the discovery, application, integration and dissemination of scholarly work of the nursing faculty and students. The Center is guided by Boyer's model of scholarship, which includes the scholarship of discovery, application, integration, and teaching. The Center provides support in the creation of scholarly activities that affect multicultural health, guide faculty and students in the design of scholarly inquiry, assist with the dissemination of scholarly work, houses scholarly resources for faculty and student use, provides support to develop skills in proposal writing and publishing, reviews IRB proposals to assist faculty and students, and supports scholarship that is created/formed by practice, community services, and/or teaching.

The Division of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

Americans With Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University's Division 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 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 division'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 judgment	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 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 Division of Nursing.** 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 3.0 cumulative high school grade point average.

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 3.0 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.

The following are the admission application deadlines and notification date for Barry University's Division of Nursing undergraduate programs:

Admission File Completion Dates	Applicant Notification Dates
February 1	February 28
May 1	May 31
July 2	July 31
September 4	October 1
November 1	November 30

Admission to nursing does not guarantee progression to clinical nursing courses or graduation. The nursing faculty 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

Clinical agencies require students to be fingerprinted, pass drug screening and background checks and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes Title XXI, Chapter 435.04 Level 2 Screening Standards or students who refuse to provide a copy of the results to a clinical agency upon request 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 Section of this Catalog), 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) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to NUR 320.
- (2) yearly submission of a report of an examination indicating good mental and physical health, health insurance (see Health Insurance Section of this Catalog), CPR certification, and liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance coverage to the Business Office within 30 days of billing will have their account credited for the premium.
- (3) 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 nursing program. 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.
- (4) 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.
- (5) 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 215, NUR 216, 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.

Students admitted to the Two-Year Option must earn a minimum of C in juniors and senior level courses in order to progress in the option. After conferring with their advisor, students in the Two-Year Option may elect to complete the program in the Basic Option.

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	3
DIN	271	Nutrition in Clinical Care	3
			Total 6

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 four 15-week terms beginning in January and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not usually possible to work during the year of enrollment in nursing courses. 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 four 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 Division 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 responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status. In most instances a minimum of two years should be anticipated for completion.

Admission to the R.N. to B.S.N. Option requires:

- (1) a cumulative G.P.A. of 2.70; and

- (2) a current active license from the State of Florida, and
- (3) professional liability insurance.

Alternatives to Earn Credit

Requirements of the program are met through CLEP, nursing mobility and achievement examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. To be accepted in transfer, credit must have been completed with at least a grade of C at a regionally accredited college or university. Please refer to the transfer credit policies in this catalog for complete information. The student may earn credit through the School of Adult and Continuing Education where courses are taught in a manner and in time blocks appropriate for the adult working student.

Proficiency Examinations

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. For each specified course there is a study sheet available from the Division 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 32 credits towards their bachelors degree after successfully completing 21 credits of nursing courses at Barry and submission of a portfolio. There is a \$35 per credit fee for each credit awarded. Those RNs who do not meet these criteria earn 32 nursing credits through examination by taking the nursing mobility exams. Testing is designed to evaluate previous learning and experience. It includes three content areas in three test booklets. Credit by exam is also awarded for success on Excelsior College exams.

Excelsior College Exam 554 (19 credits) in lieu of NUR 220 Nursing Care of Individuals, Families, & Communities; NUR 320 Nursing Care of Families: Adult/Elderly; NUR 489 High Acuity Nursing of the Adult; NUR 491 Nursing Care of the Older Adult

Excelsior College Exam 457 (8 credits) in lieu of NUR 325, Nursing Care of Families: Parent/Child

Excelsior College Exam 503 (5 credits) in lieu of NUR 380, Nursing Care of Families: Mental Health Nursing

Interested students should contact the Division 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 \$35 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

In order to progress in the nursing courses, the student must

- Maintain at least a 2.00 GPA;
- 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, or NUR 494, the student must have permission from the Student Affairs Committee to repeat the course. Only one nursing course may be repeated.

- Submit on an annual basis a report of an examination indicating good mental and physical health, health insurance (see Health Insurance Section of this Catalog), CPR certification, and liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance coverage to the Business Office within 30 days of billing will have their account credited for the premium.

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./B.A. 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.

RN LICENSURE (NCLEX-RN)

Upon completion of all nursing program requirements, including passing a nationally standardized comprehensive examination, 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	110	Orientation for Nursing Students
NUR	200	Introduction to Professional Nursing
NUR	211	Medication Calculation for Nurses
NUR	212	Therapeutic Nursing Interventions
NUR	220	Nursing Care of Individuals, Families, & Communities
NUR	215	Pharmacology
NUR	216	Pathophysiology
NUR	0215	SI: Pharmacology
NUR	0216	SI: Pathophysiology
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

R.N. to B.S.N. OPTION (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.; Options (28 cr.) (In addition to 32 credits by validation or examination)

NUR	301	Research in Nursing
NUR	303	Professional Processes
NUR	481	Community Health Nursing
NUR	483	Health Assessment
NUR	488	Health Care Trends and Politics for Nurses
NUR	493	Nursing Leadership
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)

110 Orientation for Nursing Students (Theory 1)

Assists beginning nursing students to adjust to life in the university and the Division of Nursing. Introduces students to the mission and values of the university, school, and nursing profession and explains how the goals and expectations of the nursing program are congruent with these beliefs. Content includes essential skills needed for academic success at Barry University Division of Nursing.

199 Special Topics (Theory 1-3)

Content to be determined each semester 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 Division 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

211 Medication Calculation for Nurses (Theory 1)
Provides an intense, interactive program of study of medication dosage calculations. Includes the application of specific formulas that lead to safe medication calculation.

212 Therapeutic Nursing Interventions (Theory 1, Lab 0.5, Clinical 1.5)

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, 216, 283

215 Pharmacology (Theory 3)

Includes the various classifications of pharmacologic agents. Addresses the professional nursing implications for safe administration, observation for desired effects, and recognition and treatment of adverse drug reactions and/or interactions. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; Corequisite: NUR 0215

0215 SI: Pharmacology (Theory 1)

This course is a supplemental instruction to NUR 215 Pharmacology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on supporting students' learning needs related to the various classifications of pharmacologic agents as well as the nursing implications for safe administration of medications.

216 Pathophysiology (Theory 3)

Focuses on alterations in the biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; Corequisite: NUR 0216

0216 SI: Pathophysiology (Theory 1)

This course is a supplemental instruction to NUR 216 Pathophysiology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on

supporting students' learning needs related to alterations in biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan.

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, 216, 283

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.)

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 215, NUR 216.

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 3, Clinical 2)

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, NUR 216

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 nursing faculty member. Prerequisites: Senior status and permission of Associate Dean of the Undergraduate Program.

481 Community Health Nursing (Theory 3, Clinical 3) (RN to BSN 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" (32 crs.) or tutorials.

483 Health Assessment (Theory 3) (R.N. to B.S.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 health-care 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, Clinical 1)

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.

510 Advanced Pathophysiology (Theory 4)

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

Debra M. McPhee, Ph.D., Dean

Phyllis F. Scott, Ph.D., Interim Associate Dean

Preeti Charania, LCSW, Director, MSW Program

Michael P. Dentato, MSW, Director, BSW Program

Gala Munnings, MSW, Director, Field Education

Mabel Rodriguez, LCSW, Coordinator, BSW Field Education

Carol Huffman, LCSW, Director of Admissions

Faculty: Charania, Cook, Crawford-Brown, Cummins, Dentato, Engle, Gray, Huffman, Ingram-Herring, Lacey, Lewis, McPhee, Millenbach, Moreda, Munnings, Nuehring, Nowakowski-Sims, Pierce, Rodriguez, Rosenwald, Rullo, Scott, Singleton, Smith, 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 con-

stituents 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.

BSW Program Objectives

Graduates demonstrate the ability to:

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly;

- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, colleagues, and communities;
- Use consultation and supervision appropriate to social work practice;
- Function within the structure of organizations and social service delivery systems and seek necessary organizational change.

BACHELOR OF SOCIAL WORK (BSW)

ADMISSION REQUIREMENTS

All undergraduate students entering Barry University must apply through university enrollment services and meet university standards for 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 field-work and practice courses.

The following are the criteria for progression to the 300 level courses, which are taken in the junior year:

1. completion of Social Work 201 (Introduction to Social Work) with a minimum grade of 2.7;
2. attainment of a 2.00 (C) average in courses taken in the social and behavioral science block;
3. completion of at least 30 hours of the course work applicable to social work, including Sociology 201 and Psychology 281, with at least a C;
4. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit;
5. submission of the Request For Progression form.

The following are the criteria for progression into Field 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)

ENG 111	Freshman Composition and Literature
ENG 112	Techniques of Research
ENG 210	Introduction to Literature
ENG 212	Processes and Strategies for Writing
ENG 312	Advanced Composition
ENG 329	English Composition and Syntax (ACE)

Oral Communication (3 hours)

COM 104	Interpersonal Communication
COM 320	Family Communications (ACE)
SPE 101	Fundamentals of Speech
SPE 305	Theories of Communication

Theology (3 hours)

THE 103	World Religions: Spiritual Experiences of Human kind
THE 201**	Faith, Belief, and Traditions
THE 303	Comparative Religion
THE 306	Dynamics of Faith, Beliefs, and Theology
THE 311	Sexuality, Sex and Morality
THE 312	Freedom and Virtue
THE 325	Feminist Perspectives in Ethics
THE 327	Peace and Justice
THE 331	Christianity and Culture
THE 360	Women in the Church
THE 362	Women in the New Testament
THE 372	Marriage and the Family

Philosophy (6 hours)

PHI 120**	Critical Thinking
PHI 150	Philosophic Problems
PHI 220	Introduction to Philosophy
PHI 260	Philosophy of the Human Person
PHI 292**	Ethics
PHI 304	Epistemology
PHI 305	Problems in Philosophy
PHI 308	Philosophy of Law
PHI 314	Metaphysics
PHI 318	Modern Philosophy

PHI 319 Contemporary Philosophy
 PHI 353** Biomedical Ethics
 PHI 354 Environmental Ethics
 PHI 355 Philosophy of Politics
 PHI 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 Humanities distribution courses may be taken;
 however, the selection of foreign language is strongly
 recommended

Natural and Physical Sciences (9 hours)

MAT 107 General Education Mathematics
 MAT 109 Pre-calculus Mathematics
 MAT 152** Elementary Probability and Statistics *
 BIO 103 Biological Crisis
 BIO 120* Biology Overview for non-biology
 majors *
 BIO 215 Health and Wellness
 BIO 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
 ECO 201/202** Introduction to Macroeconomics
 POS 201* American Government*
 POS 303 Public Policy and Administration (ACE)
 POS 355 Environment and Politics (ACE)
 SOC 201* Introduction to Sociology*
 SOC 202 Juvenile Delinquency

SOC 204 Social Problems
 SOC 246 Marriage and Family
 SOC 300 Schools and Society
 SOC 301 American Family (ACE)
 SOC 305 Issues in Culture (ACE)
 SOC 307 Race and Ethnicity
 SOC 332 Drugs and Society
 SOC 370 Social Psychology
 SOC 372 Social Stratification
 SOC 405** Sociology of Race, Class, & Gender**
 SOC 415 Women in Contemporary Society
 SOC 417 Sociology of Death and Dying
 SOC 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)
 HIS 150 The Meaning of History
 HIS 201** U.S. People & Ideas I
 HIS 202** U.S. People & Ideas II
 HIS 306** Twentieth Century America
 HIS 315 History of Florida
 HIS 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

SW 201 Introduction to Social Work
 SW 352 Social Welfare Policy

Junior Year

SW 361 Human Behavior and the
 Social Environment I
 SW 362 Human Behavior and the
 Social Environment II
 SW 340 The Personal, Cultural, and
 Social Influences on Helping
 SW 481 Research
 SW 376 Practice I
 Volunteer experience

Senior Year

SW 471 Practice II
 SW 472 Practice III
 SW 476 Practice IV
 SW 491 Field I
 SW 492 Field II
 SW Elective

Minor in Sociology

Social Work students can earn a minor in sociology by completing 18 hours in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology classes:

SOC 201 Introduction to Sociology

SOC 370 Social Psychology

SOC 405 Sociology of Race, Class, and Gender

SOC 423 Sociological Theory

Course Descriptions— Social Work Prefix: SW

201 Introduction to Social Work (3)

The introductory course will introduce the students to the profession of social work, but it also introduces the students to generalist 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.

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. Emphasis will be placed on the importance of 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.

365 Human Behavior and the Social Environment I (3)

This is the first of a two-course sequence that provides a social work context for introducing students to theories and theoretical models that explain reciprocal influences in shaping human behavior. This course examines human growth and development from conception to very old age and death through the lens of psychosocial developmental theory and resiliency theory. The influence of race, culture, ethnicity, socio-economic status, gender, physical and cognitive capacities, social and economic injustice, and sexual orientation are presented as variables which play a central role in influencing the transactions between the person and the environment. The interplay of social systems with the developmental process is highlighted.

366 Human Behavior and the Social Environment II (3)

This is the second course of a two-semester sequence providing content on theories and knowledge of human bio-psycho-social development and the interaction between the range of social systems (society, communities, organizations, families, and groups) which comprise the social environments of most human beings. Ecological systems theory, social constructivism and conflict theory provide a basis for an examination of the systems which comprise the social environment and for understanding human behavior as influenced by the reciprocal interaction of social, cultural, and political factors. The impact of social and economic injustices upon individuals, families, groups, and society is explored.

376 Social Work Practice I (3)

This course introduces students to generalist social work practice. This social work skills course introduces students to the wide spectrum of settings in which services are offered. The focus will be on acquainting students with the skills needed for ethical and effective generalist social work practice. The different roles practitioners assume in providing service to client systems (e.g. individuals, families, groups, organizations, and communities) will be examined. Course topics include professionalism, ethical decision making, critical thinking, self awareness and culturally competent communication as well as an introduction to the variety of skills implemented in each stage of a strengths-based helping process. The student's volunteer experience provides opportunities for integrated learning.

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)

The second of four courses in the BSW Practice Sequence introduces the skills of helping individuals, families and groups within a community context. Grounded in the values and ethics of the profession, students learn the application and evaluation of skills used in the initial phase of helping. Emphasis is on the relationship of the attributes of client systems, agency

and community contexts, and worker roles in practice. The effects of oppression, the role of diversity, recognition of strengths and promotion of resilience in client systems are considered. SW 491, Field Education I, must be taken concurrently with this course.

472 Social Work Practice III (3)

This third practice course in the BSW program focuses on the development of professional skills unique to the middle/ongoing or work phase and the ending phase and transitions. The strengths perspective integral to the interactional approach and life model of social work practice provides the framework for this course. Students will examine current knowledge, professional values, and skills relevant to work with a range of life stressors as they present themselves within diverse populations and diverse communities. Critical to understanding the helping relationship and essential skills is the student's ability to respond to the ways in which individuals, groups, organizations and communities are systematically oppressed and denied access to social, political, and economic resources. This course includes a specific focus on student skill development related to: the identification and assessment of service gaps within human service organizations, professional social work role and function, mediation of interpersonal and environmental stressors with individuals, families, groups and communities, and the skillful navigation of the middle and ending phases of the helping relationship. Field Education II, SW 492, must be 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 course introduces students to generalist social work practice in the context of organizations and communities. It builds upon the knowledge that students have gained in their previous practice courses on work with individuals, families and groups. Particular attention is devoted to the problems of vulnerable populations living in oppressed communities and situations. The course will include generalist practice skills in the assessment of problems in organizations and communities and will teach students various approaches to the implementation of change methodologies.

481 Social Work Research (3)

Social Work Research provides under-graduate social work students with the necessary values, knowledge, and skills for utilizing methods of research and evaluation in their professional work.

491 Field Education I (3)

A supervised educational experience with specified educational objectives, completing the required hours per week in an agency setting for the duration of the field placement semester. Field Education I requires a minimum of 224 hours.

492 Field Education II (3)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week in an agency setting for the duration of the field placement semester. Field Education II requires a minimum of 224 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, MATRICULATION, AND GRADUATION

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work Bachelor, Master, and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, "...must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p.23, NASW Code of Ethics).

Standards	Skill Areas	Description of Essential Behavior
<p>Professional Ethics:</p> <p>Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics</p>	<p>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary.</p> <p>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</p> <p>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Advocates for and advances change on behalf of vulnerable populations.</p> <p>Demonstrates respect for the positive value of diversity.</p>	<p>Student:</p> <p>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</p> <p>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence.</p> <p>Keeps commitments to clients, research participants, students they may teach and colleagues.</p> <p>Refrains from cheating and plagiarism as defined in the student handbook.</p> <p>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</p> <p>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</p> <p>Participates in individual and/or group activities at the local, state or national level, such as lobby day.</p> <p>Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity.</p>
<p>Critical Thinking:</p> <p>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information and evidence.</p>	<p>Applies a scientific, analytic approach to practice, research and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</p> <p>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</p>	<p>Student:</p> <p>Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature.</p> <p>Process recordings reflect student's use of this knowledge in working with clients.</p>

Standards	Skill Areas	Description of Essential Behavior
PROFESSIONAL USE OF SELF		
Task Management: Effective time/task management strategies guide all professional and academic responsibilities and activities.	Consistently completes quality work on schedule. Acts responsibly with respect to communication and negotiation of professional and academic commitments.	Student: Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects. Punctually attends field or practicum placements, meetings, and classes. Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments.
Self Awareness: A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors.	Examines professional practice and academic strengths and weaknesses. Solicits, accepts, and incorporates feedback with respect to performance. Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.	Student: Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises. Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship. If in a field placement, submits required process recording and actively participates in field supervision. Seeks professional help and consultation when necessary. Makes the necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.
Professional Relationships: All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.	Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators. Contributes as a constructive participant in academic and agency affairs. Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise. Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/resilience and limitations, and conflicting values that characterize self and other individuals and groups.	Student: Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol. Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues. Honors and follows through on verbal and written agreements and commitments made with others. Attends "Meet the Dean" sessions and offer constructive suggestions to improve the quality of the program. Co-authors publications with peers and faculty colleagues. Constructs culturally grounded research and scholarship and intervention plans with various client systems. Prepares strengths-based social work research designs and assessments of clients.

Standards	Skill Areas	Description of Essential Behavior
	<p>Collaborates effectively with community resources and connects clients with local community resources.</p> <p>Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, university personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible and respectful manner</p>	<p>Makes appropriate referrals of clients or research participants, as appropriate, for client services.</p> <p>Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.</p>
<p>Communication:</p> <p>All verbal, non verbal and written exchange of information between self, clients, faculty, university personnel, and colleagues are in accordance with established laws and professional standards.</p>	<p>Receives and responds appropriately to verbal, non verbal and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; effectively use language to communicate with others.</p> <p>Demonstrates mastery of the English language.</p> <p>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>	<p>Student:</p> <p>Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.</p> <p>Prepares written and oral academic products and presentations with responsible content.</p> <p>Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.</p> <p>Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.</p> <p>Uses process recordings to communicate learning progress to field educator and field advisor.</p> <p>Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>

Attendance Policy

All courses taught in the BSW Program adhere to the following attendance policy: A total of 5 class hours of absence may 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 residence.

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.

THE BOARD OF TRUSTEES

William J. Heffernan, Chairperson

Nelson L. Adams, III, MD

Alejandro Aguirre

Sister Linda Bevilacqua, OP, PhD*

John M. Bussel

Sister Mary Ann Caulfield, OP

Sister Rosemary T. Finnegan, OP

Robert B. Galt, III, Esq.

Gregory F. Greene

Jorge Gross, CPA

Christopher J. Gruchacz

John P. Horan, Esq.

Keith B. Kashuk, DPM

Joseph P. Klock, Jr., Esq.

Dr. Neta Kolasa

Olga Melin

Charles R. Modica, JD

Gerald W. Moore, Esq.

Michael O. O'Neil, Jr.

Maura O'Shea-Owens*

Eduardo A. Otero, MD

Sister Rosa Monique Peña, OP

Patricia M. Rosello

Donald S. Rosenberg, Esq.

Susan A. Rosenthal

Sister Corinne Sanders, OP, EdD

Rev. Msgr. Kenneth Schwanger*

Joel H. Sharp, Jr. Esq.

Sister Sharon Weber, OP, PhD

Shirley McVay Wiseman

* *ex-officio*

ADMINISTRATIVE ORGANIZATION

President.....	Sister Linda Bevilacqua, O.P., Ph.D.
President Emerita and Chancellor.....	Sister Jeanne O'Laughlin, O.P., Ph.D.
Executive Assistant to the President.....	Mary Ellen Letsche
Assistant to the President for Mission Integration and	
Director of Campus Ministry.....	Sister Arlene Scott, O.P., M.A.
Chaplain.....	Reverend Scott T. O'Brien, O.P., D.Min.
Assistant Campus Minister.....	Br. Fernando Sorolla-Delgado, O.P.
Director of Music/Campus Ministry.....	John Wicker, B.A.
QIP Project Director.....	Patricia Ramlow, M.S.
Wellness Coordinator.....	Greta Moncayo, M.S.
Assistant to the President for Mission Integration and Director of QIP.....	Roxanne S. Davies, M.S.
Provost.....	Linda M. Peterson, Ph.D.
Executive Assistant to the Provost.....	Nildy Polanco
Director, Archives.....	Sister Dorothy Jehle, O.P., Ph.D.
Vice Provost for Planning, Assessment and Institutional Research.....	Christopher Starratt, Ph.D.
Director for Institutional Research.....	Shaunette Grant, B.S.
Assistant Director for Institutional Research.....	Miriam Soto, B.S.
Assessment Coordinator.....	Jennifer Budhoo, B.A.
Interim CTO.....	Yvette A-M Brown, M.S.
Library Director and Assistant Dean of Library Services.....	TBA
Interim Library Director.....	Kenneth S. Venet, M.L.S.
Senior Reference Librarian/Coordinator of Theological Collections.....	Philip M. O'Neill, M.S.L.S.
Senior Reference Librarian/Collection Manager.....	William P. Morrissey, M.S.L.S.
Reference Librarian/Coordinator of Bibliographic Instruction/	
Information Literacy.....	Merlene Nembhard, M.L.S.
Reference Librarian/Coordinator of English Department/	
Instructional Resources.....	Sister Frances O'Dell, O.S.F., M.A.
Reference Librarian.....	Pamela Beegle, M.L.S.
Head of Technical Services/Librarian.....	Marietta DeWinter, M.L.S.
Director, Server and Meassaging Systems.....	Justin Moses, B.S.
Applications Developer & Library Computing Systems Specialist.....	Carmen Casal, M.S.
Systems Administrator.....	Troy Marshall, B.S.
Director, Applications Development and Database Administration.....	Kerri-Quaan Stewart, B.S.
Applications Developer.....	Grace Secada, B.S.
Systems Administrator and Lead Sharepoint Manager.....	Garrett McFarlane, B.S.
Network Manager, Network Operations Center.....	Maximo Ramirez, B.S.
Senior Networking Engineer.....	Sebastien Laurore, M.S.
Assistant Networking Engineer.....	Falizea Burkes, B.S.
Associate Dean, Distance Education Support and Director, CELT.....	Linda Cahill, Ph.D.
Assistant Director, CELT.....	Marjorie J. Loring, M.S.
Coordinator of Support Services.....	Keva Boone, B.P.A., B.S.
Assistant Dean for Information Technology Administration.....	Glendon B. Redway, M.Phil.
IT Acquisitions Specialist.....	Alexander Stevanovski, B.S.
Director, Desktop Computing Services.....	Wesley Ng-A-Fook, B.S.
PC Support Specialist.....	Andrew Simpson
PC Support Specialist.....	Ian Genus, B.S.
Desktop Computing Support Specialist.....	Charelle Russell, B.S.
Desktop Computing Support Specialist.....	Joel Campo, B.S.
Desktop Computing Support Specialist.....	Karl-Marc Degraff, M.S.
Assistant Director of Central Florida IT Operations.....	Dan O'Neill, B.S.
Desktop Computing Support Specialist.....	Cedric June, B.S.
Director, Info Technology Infrastructure Services.....	Terry Kushi

Director, IT Support Desk	Darrell Duvall, M.S.
Assistant Director, IT Support Desk	Audrey Johnson, M.S.
Senior IT Support Analyst	John Beynon, M.S.
Associate Dean, Instructional Computing Services	Hernan Londono, M.S.
Manager, Videoconferencing Support Services	Guillermo Dopico, B.S.
Instructional Technology Support Specialist	Steve Schraer, 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
Lab Supervisor, David Brinkley Studio	Vladimir Lescouflair, B.S.
Manager, Computer Labs	John Beynon, M.S.
Manager, Audiovisual Services	Lynch Hymn, B.L.S.
Assistant Manager, Audiovisual Services	Jan M. Griswold, M.A.
Dean of Academic Records and University Registrar	Debra D. Weyman, M.S.
Senior Associate Registrar	Cynthia Chruszczyk, M.S.
Associate Registrar	Richard Isrel, B.S.
Assistant Registrar	Dorothy C. Kelly, B.S.
Director of Operations	Deborah A. Reato, M.S.
Assistant to the Registrar	Cherrie A. Ali, M.S.
Associate Vice President of Off-Campus Site Coordination and	
Dean, School of Adult and Continuing Education	Carol-Rae Sodano, Ed.D.
Executive Associate Dean	Thomas Ayers, M.S.
Director, Facilities and Budget Analysis	Marvin Hattaway, B.S.
Executive Director, Operations	Joanne M. Suarez, M.S.
Manager, Support Services	Jennifer Harris, B.S.
Operations Manager	Monica Garcia
Executive Director of ACE Enrollment	Joseph Sharp, M.B.A.
Enrollment Director, Dade County	Tiffany Pagana, M.B.A.
Enrollment Director, Brevard / Volusia Counties	Christina Dorn, B.A.
Enrollment Director, Central Florida	Rashanda Denson, M.A.
Assistant Enrollment Director, Central Florida	Carmen Briceno, M.S.
Enrollment Director, Palm Beach County	Linda Zucco, B.L.S.
Director, Retention Coordination	Edwina H. Sanders, M.A.
Regional Director, South Miami-Dade County	Rebecca DeCardenas, M.B.A.
Site Manager, Cutler Ridge	Sylvia Pera, M.S.
Assistant Dean, Partnership Site Development and Administration	Carlos Pineiro, M.S.
Site Manager, South Florida PODS	Joseph Keener, M.S.W.
Enrollment Manager, South Florida PODs	Linda Arney, B.S.
Associate Director, West Dade	Marie Ange Levasseur, M.S.W.
Regional Director, Broward County	Priscilla M. Suarez-Trujillo, M.S.
Director, Pembroke Pines	Youdaris Mira-Bohigas, M.S.
Associate Director, Davie	Eric Block, M.S.
Site Manager, Ft. Lauderdale	Carla Davidson, M.A.
Enrollment Manager	Rosanne Visalli
Regional Director, Palm Beach County	Kathy Weigand, M.S.
Associate Director, Palm Beach Gardens	Millicent Kelly, M.S.
Director, Treasure Coast	Janice M. Dowsett, M.A.
Associate Director, Treasure Coast	Sister Grace Flowers, O.P., Ed.S.
Regional Director, Brevard and Volusia Counties	Lynn Grant, M.A.
Director, Melbourne	Elizabeth Francisco, M.B.A.
Enrollment Manager, Melbourne	Jennifer Brooke Cruz
Regional Director, Collier / Lee / Charlotte Counties	Charles Bell, Ed.D.
Enrollment Manager, Southwest Florida	(Maria) Patti Gonzalez, B.S.
Site Manager, Naples	Kathleen Cureton, M.S.
Enrollment Manager, Collier County	Holly Ann Haines-Kohl
Director, Polk / Highlands Counties	Wendy Lamoreaux, M.A.
Enrollment Manager, Polk/Highlands Counties	Kathleen Craig

Regional Director, Central Florida	Dolores Lukomski, M.S.
Site Manager, Orlando	Ana R. Rhodes, M.B.A.
Enrollment Manager, Orlando.....	Kimberly A. Crawford
Director, Tampa / St. Pete	Michael E. Green, M.A.
Enrollment Manager	TBA
Regional Director, North Florida.....	John Rushing, D.B.A.
Site Manager, Tallahassee	Margaret Bowden, M.P.A.
Enrollment Manager / P.T. Academic Advisor	Elain D. Carroll, M.S.
Enrollment Management Assistant, Tallahassee Community College.....	Emma Carter, B.P.A.
IT Certification Consultant	Kimberly Wilhjelm
Assistant Dean, Ft. Myers	Charles Bell, Ed.D.
Associate Dean, Experiential Learning / Director, Portfolio	Judith O. Brown, Ed.D.
Director, Portfolio Program Support	Joanne Longo, M.S.
Associate Dean, Academic Affairs.....	Lee Dutter, Ph.D.
Assistant Dean, Academic Affairs	Charles M. McBee, M.S.
Assistant Dean, Academic Affairs	Anita Zavodska, Ph.D.
Academic Coordinator, Administration	Robert Scully, D.B.A.
Academic Coordinator, Art, Humanities, Photography and Assistant Academic Coordinator for English.....	Cynthia Davis, Ph.D.
Academic Coordinator, Behavioral Sciences, Psychology, Social Welfare	Andrea Allen, Ph.D.
Academic Coordinator, Communications, Speech, Theatre.....	Rochelle Kinzel, M.A.
Academic Coordinator, English, Written Communication and Foreign Languages	Patricia Feito, Ph.D.
Academic Coordinator, Health Services Administration, Assistant Academic Coordinator Administration, Brevard, Orlando, Treasure Coast.....	Barry J. Brock, Ed.D.
Academic Coordinator, Information Technology	Khaled Deeb, Ph.D.
Academic Coordinator, Legal Studies	Eric D. Olson, J.D.
Academic Coordinator, Natural Sciences, Mathematics	Anita Zavodska, Ph.D.
Academic Coordinator, Network and Systems Engineering	Thomas Ayers, M.S.
Academic Coordinator, ORI.....	Ellen Scarborough, M.S.
Academic Coordinator, Philosophy.....	Robert B. Horner, Ph.D.
Academic Coordinator, Public Administration.....	Richard Orman, Ph.D.
Academic Coordinator, Theology.....	Ann Swaner, Ph.D.
Assistant Academic Coordinator for Administration, Broward, Palm Beach	George Alexakis, Ed.D.
Assistant Academic Coordinator for Administration, Miami, West Dade.....	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 History, Political Science	Kirsten Loutzenhiser, Ph.D.
Associate Dean, Continuing Education.....	Marilyn Jenkins, Ph.D.
Open Enrollment Program Director	Carmen Haybieng, B.S.
Regional Director, Elderhostel	Susan Leff, B.L.S.
Associate Dean, Student Affairs.....	Patricia D. LaBahn, Ph.D.
Academic Advisor/Recruiter, Cutler Ridge	Sylvia Pera, M.S.
Academic Advisor/Recruiter, South Miami-Dade County	Ernest Washington, M.S.
Academic Advisor/Recruiter, South Miami-Dade County	Sheri M. Valentine, J.D.
Academic Advisor/Recruiter, Pembroke Pines.....	Youdaris Mira-Bohigas, M.S.
Academic Advisor/Recruiter, Davie	Eric Block, M.S.
Academic Advisor/Recruiter, Ft. Lauderdale	Carla Davidson, M.A.
Academic Advisor/Recruiter, Boynton Beach.....	TBA
Academic Advisor/Recruiter, Palm Beach Gardens	Millicent Kelly, M.A.
Academic Advisor/Recruiter, Treasure Coast.....	Sister Grace Flowers, O.P., Ed.S.
Academic Advisor/Recruiter, Melbourne	Elizabeth Francisco, M.B.A.
Academic Advisor/Recruiter, Merritt Island	Kimberly A. Watzek, M.A.
Academic Advisor/Recruiter, Naples	Kathleen Cureton, M.S.
Academic Advisor/Recruiter, Ft. Myers	Edwina H. Sanders, M.A.
Academic Advisor/Recruiter, Orlando	TBA
Academic Advisor/Recruiter, Daytona Community College	Miguel Gonzalez, Ed.D.
Academic Advisor/Recruiter, St. Pete College	Michael E. Green, M.A.
Academic Advisor/Recruiter, Santa Fe Community College	Joe M. Paden, Ph.D.
Academic Advisor/Recruiter, Tallahassee	Margaret Bowden, M.P.A.

Assistant Dean, Student Affairs	TBA
Academic Advisor/Recruiter, Miami Shores	Nancy Albrecht, M.Ed.
Academic Advisor/Recruiter, Miami Shores	Uteley Bush, M.S.
Academic Advisor/Recruiter, Miami Shores	Sr. Lucy Cardet, M.A.
Academic Advisor Recruiter, Miami Shores	Michele Wetzel, M.B.A.
Director, Business Development and Corporate Recruitment	Sandra Roberts, M.A.
Regional Director of Marketing	Alfred McCullough, M.B.A.
Associate Dean, Corporate and Community Development	Heidi McLaughlin, D.B.A.
Executive Director, Administrative Support	Rosa M. Rodriguez, B.L.S.
Associate Vice President for Undergraduate Studies and	
Dean, College of Arts and Sciences	Karen Callaghan, Ph.D.
Associate Dean for Undergraduate Studies	Tony S. Wallner, Ph.D.
Associate Dean for Graduate Studies	Rev. Mark E. Wedig, O.P., Ph.D.
Assistant Dean/Academic Advisor	Carol Clothier, M.S.
Chair, Biology	Laura Mudd, Ph.D.
Chair, Communication	Denis E. Vogel, Ph.D.
Chair, English and Foreign Languages	Bradley Bowers, Ph.D.
Chair, Fine Arts	Silvia Lizama, M.F.A.
Chair, History and Political Science	George Cvejanovich, Ph.D.
Chair, Mathematics/Computer Science	Chakib Chraibi, Ph.D.
Chair, Physical Sciences	Tony S. Wallner, Ph.D.
Stockroom Lab Director/Lab Instructor	Maria Aloya, M.S.
Chair, Psychology	Lenore T. Szuchman, Ph.D.
Director, Clinical Psychology Program	
Acting Director, School Psychology Program	Frank Muscarella, Ph.D.
Chair, Sociology and Criminology	Gary Grizzle, Ph.D.
Chair, Theology and Philosophy	Rev. Mark E. Wedig, O.P., Ph.D.
Director, M.A. in Practical Theology	Gloria L. Schaab, S.S.J., Ph.D.
Director, Ministerial Formation	Elsie Miranda, D.Min.
Director, Doctor of Ministry Program	Alicia C. Marill, D.Min.
Director, M.A. in Pastoral Ministry for Hispanics (SEPI)	Rev. Mario B. Vizcaino, Ph.D.
Director, M.A. in Pastoral Theology (Rice School)	Andrea L. Molinari, Ph.D.
Director, Honors Program	Pawena Sirimangkala, Ph.D.
Director, Math Lab	Mark Rokhfeld, M.S.
Director, Center for Advanced Learning	Phyllis Sandals, Ed.D.
Coordinator, Developmental English Program	Esther Sampol, M.A.
Coordinator, Writing Center and Reading Labs	Olena Drozd, M.A.
Interim Dean, School of Business	
Interim Associate Dean	Jeffrey A. Mello, Ph.D.
Assistant Dean for Students	Manuel Tejada, Ph.D.
Director of Graduate Programs	William P. Frank, M.B.A.
Director, International Business Programs	Michael A. Broihahn, M.B.A., M.S.
Assistant Dean for Marketing	Manuel Tejada, Ph.D.
Assistant Dean for Marketing	Jose J. Poza, M.B.A.
Dean, School of Education	
Associate Dean	Terry Piper, Ph.D.
Associate Dean	John G. Dezek, Ed.D.
Associate Dean	Catheryn J. Weitman, Ph.D.
Chair, Counseling Programs	M. Sylvia Ferrandez, Ph.D.
Chair, Curriculum and Instruction Program	Jill Beloff Farrell, Ed.D.
Chair, Early and Middle Childhood Education	Sam Perkins, Ph.D.
Chair, Educational Computing and Technology Programs	Joel Levine, Ed.D.
Chair, Elementary Education Programs	Sam Perkins, Ph.D.
Chair, Exceptional Student Education Programs	Judy Harris-Looby, Ph.D.
Chair, Higher Education Administration Programs	Carmen McCrink, Ph.D.
Chair, Human Resource Development Programs	David M. Kopp, Ph.D.
Coordinator, Montessori Education Programs	Ijya Tulloss, Ed.D.
Chair, Reading and Literacy Studies	Joyce Warner, Ed.D.
Coordinator, Teaching English To Speakers of Other Languages	Sam Perkins, Ph.D.
Coordinator, Clinical and Field Experiences	Robert Russell, Ed.D.

Administrative Director, Educational Leadership Program.....	Reid E. Bernstein, M.Ed.
Coordinator, Early and Middle Childhood Education.....	Barbara Alderman, M.S.
Director of Marketing.....	Patricia S. Miller, M.B.A.
Coordinator, Admissions and Marketing.....	Lincoln Pettaway, M.B.A.
Vice President for Medical Affairs 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.
Assistant Dean and Director, Physician Assistant Program.....	Doreen C. Parkhurst, M.D.
Director, Professional Master of Public Health Program.....	Richard T. Patton, M.P.H., M.A.
Chair, Basic Medical Science.....	Ramjeet Pemsingh, Ph.D.
Dean, School of Human Performance and Leisure Sciences.....	TBA
Associate Dean.....	Stephen Anderson, Ph.D.
Assistant Dean.....	Maritza Ryder, M.S.
Chair, Sport and Exercise Sciences.....	Stephen Anderson, Ph.D.
Director, Graduate Programs.....	Leta Hicks, Ed.D.
Assistant Director, Graduate Programs.....	Edward J. DeMott, M.S.
Director, Undergraduate Programs.....	Sharon Kegeles, M.S.
Assistant Director, Undergraduate Programs.....	Rosie Pumariega, B.L.S.
Director, Athletic Training Programs.....	Carl Cramer, Ed.D.
Coordinator, Athletic Training Clinical Program.....	Sue Shapiro, Ph.D.
Coordinator, Biomechanics Program.....	Kathy Ludwig, Ph.D.
Coordinator, Exercise Science Programs.....	Constance Mier, Ph.D.
Coordinator, Instructional Activities in Sport and Recreation.....	Catalina Franco, M.S.
Coordinator, Leisure and Recreation Management.....	Gayle Workman, Ph.D.
Coordinator, Physical Education Program.....	Kathryn Ludwig, Ph.D.
Coordinator, Sport and Exercise Psychology Program.....	Gualberto Cremades, Ph.D.
Coordinator, Sport Management Programs.....	Daniel Rosenberg, Ph.D.
Facilitator, Diving Industry Specialization.....	Sharon Kegeles, M.S.
Facilitator, Golf Industry Specialization.....	TBA
Director of Athletics.....	Michael Covone, M.S.
Associate Athletic Director.....	Bridget Lyons, Ph.D.
Assistant Athletic Director.....	Jamie Carrig, M.S.
Compliance & Operations Coordinator.....	Maryann Giovanelli, M.S.
Director, Sports Information.....	Dennis Jezek, M.S.
Assistant Sports Information Director.....	Brian Keith Smith, B.S.
Head Coach, Men's Baseball.....	Marc Pavao, M.S.
Head Coach, Men's Basketball.....	Cesar T. Odio, M.S.
Head Coach, Women's Basketball.....	William M. Sullivan, M.S.
Head Coach, Women's Crew.....	E. David Sanderson, B.A.
Head Coach, Women's Golf.....	Patti Rizzo
Head Coach, Men's Golf.....	Jimmy Stobs, B.S.
Head Coach, Men's Soccer.....	Steve McCrath, M.S.
Head Coach, Women's Soccer.....	Fred W. Jungemann, B.A.S.
Head Coach, Women's Softball.....	Danielle Penner, M.S./M.B.A.
Head Coach, Men's and Women's Tennis.....	George M. Samuel, Ph.D.
Head Coach, Women's Volleyball.....	David Nichols, B.A.
Head Athletic Trainer.....	TBA
Assistant Athletic Trainer.....	Christopher Brown, M.S.
Faculty Athletics Representative.....	M. Eileen McDonough, Ed.D.
Director, Campus Recreation and Wellness.....	Edward Londono, M.S.
Fitness Center Director.....	Dan Hill, M.S.
Wellness Coordinator.....	Catalina Franco, M.S.
Dean, School of Law.....	Leticia Diaz, Ph.D., J.D.
Associate Dean for Information Services.....	Glen-Peter Ahlers, M.L.S., J.D.
Associate Dean for Student Services.....	John A. Agett, M.S.
Interim Assistant Dean for Academic Affairs.....	Frank L. Schiavo, J.D., LL.M.

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.
Director of Technical Services.....	Yvette Jeantilus, M.S.
Operations Manager.....	Carey Courson
Director, M.S. in Anesthesiology Program.....	John McFadden, M.S.N., M.S., C.R.N.A.
Director, Occupational Therapy Program.....	Douglas M. Mitchell, Ph.D.
Assistant Director, Occupational Therapy Program	Cynthia Creighton, Ph.D.
Academic Fieldwork Coordinator, Occupational Therapy Program	Lysa Shocket, M.S.
Director, Cardiovascular Perfusion Program.....	Jason Freed, C.C.P., M.S.
Assistant Program Director, Cardiovascular Perfusion Program.....	Cynthia Cervantes, C.C.P., B.S.
Associate Dean; Director, M.S. in Health Services Administration Program	Alan S. Whiteman, Ph.D.
Acting Director, B.S. in Bio/M.L.S. Program; Histotechnology Track.....	Gerhild R. Packert, Ph.D.
Director, Health Sciences Admissions Operation.....	Jocelyn Goulet, M.A.
Coordinator, Admissions and Marketing	Denise Deen, M.B.A.
Assistant Director, MARC and MIRT Program	Flona Redway, Ph.D.

Associate Vice President for Graduate Studies and

Dean, School of Nursing.....	Pegge L. Bell, Ph.D.
Associate Dean for Administrative Affairs	Kathleen A. Papes, Ed.D.
Associate Dean for Academic Programs	Claudette Spalding, Ph.D.
Director, MSN-Nurse Practitioner Specializations.....	Andra Hanlon, Ph.D.
Director, MSN-Nurse Educator and Nurse Administrator Specializations	Lynne Bryant, Ed.D.
Director, BSN Program	Shane Neely-Smith, Ph.D.
Director, Nursing Resource Center.....	Henry Henao, M.S.N.
Undergraduate Student Admissions Advisor	Diane K. Finek, M.A.
School of Nursing Recruiter and Undergraduate Clinical Coordinator	Rosanne Sonshine, B.S.N.

Dean, School of Social Work	Debra M. McPhee, Ph.D.
Associate Dean (Interim).....	Phyllis F. Scott, Ph.D.
Director, Admissions	Carol Huffmann, L.C.S.W.
Director of Operations.....	Kee Tse, M.B.A.
Director, Doctoral Program	Elane Nuehring, Ph.D.
Director, MSW Program.....	Preeti Charania, L.C.S.W.
Director, BSW Program.....	Michael Dentato, M.S.W.
Director, Field Education.....	Gala Munnings, M.S.W.
Director, Palm Beach Program	Eva Nowakowski-Sims, Ph.D.

Assistant Vice Provost for Enrollment	Angela M. Scott, M.S.
Executive Assistant to Assistant Vice Provost for Enrollment.....	Gwendolyn Duvall
Coordinator for Enrollment Management Communications	Yeshica M. Yanes
Director for Undergraduate Admissions	Laura Antczak, M.S.
Associate Director for Undergraduate Admissions	Richard C. Wilkinson, M.A.
Associate Director for Undergraduate Admissions	Magda J. Castineyra, Ed.M.
Counselor, Undergraduate Admissions.....	TBA
Counselor, Undergraduate Admissions.....	Karen Fisher, M.S.
Counselor, Undergraduate Admissions.....	Julie Dunn, B.A.
Counselor, Undergraduate Admissions.....	Sarah Gambrill, B.S.
Counselor, Undergraduate Admissions.....	Latrell Armstrong, B.A.
Counselor, Undergraduate Admissions.....	TBA
Regional Undergraduate Recruiter/Coordinator for Alumni Recruitment	Patricia A. Dinger, M.S.
Manager for Inquiry Development Strategies	Andres Velez
Call Heim Manager.....	Julie Heim
Senior Director for Graduate Admissions	Dave C. Fletcher, M.A.
Assistant Director for Graduate Admissions	Lauren Eadeh, M.A.
Director of Marketing for ADSOE	Patricia S. Miller, M.B.A.
Part-Time Coordinator, Graduate Admissions/Marketing/ADSOE	Lincoln Pettaway, M.B.A.
Part-Time Graduate Admissions Recruiter, ADSOE, Orlando.....	Susan Hays, M.A.
Coordinator, Admissions/Marketing, Health Sciences.....	Denise Deen, M.B.A.

Assistant Dean/Director for Financial Aid	Howard Dart Humeston, M.S.
Senior Associate Director for Financial Aid	Aida Claro, B.S.
Associate Director for Financial Aid/ACE	Nigel Manderson, B.B.A.
Assistant Director for Financial Aid/ACE	Deborah L. Davis, M.S.
Assistant Director for Graduate Financial Aid	Carole Hanson, B.P.S.
Assistant Director for Undergraduate Financial Aid	Lillian Cabrera-Molina
Associate Director for Financial Aid	Yamirka Rial, M.S.
Senior Counselor, Financial Aid	Ginette Black, B.A.
Senior Counselor, Financial Aid/ACE	Alice Cole-Miller, M.S.
Counselor, Financial Aid/ACE	Eisha Henry
Senior Counselor, Financial Aid	Azul Dominguez, B.A.
Counselor, Financial Aid	Daniela Ortega, B.A.
Counselor, Financial Aid	Antonnette Boudion, B.A.
Graduate Financial Aid Counselor	Norma Davis Robinson, B.A.
Counselor, Financial Aid	Jennifer Nunez
State and Federal Work Study Coordinator	Luisa Jahaira Metellus, B.P.S.
Telecounselor, Financial Aid	Ruth Reed, B.A.
Senior Director for Records Management and Transcript Evaluation	Madeleine G. Whittaker, M.Ed.
Assistant Director for Admissions Records	Caroline Izquierdo, B.B.A.
Assistant Director for Records and Transcript Evaluation	Teresa M. Gasso, M.S.
Transcript Evaluator	Emily Hayes, B.A.
Transcript Evaluator	Patrick Shanahan, B.A.
Transcript Evaluator	Laura Fothergill, B.A.
Records Manager	Gloria Munoz
Assistant Dean for Information Systems & Technology	Yolairis Barranco, M.S.
Assistant Director for Information Systems & Technology	Carrie Grimes, M.S.
Part-Time Coordinator, Information Systems	TBA
Coordinator, Information Systems	TBA
Coordinator of Enrollment Research	Elizabeth Swope, M.A.
Systems Coordinator (Communications Management)/TSA	Annette Grazziani-Rivera, B.S.
Senior Director, Operations/Budget Manager	Carol A. Albrecht, B.L.S.
Coordinator, Processing & Distribution Center	TBA
Senior Vice President for Business and Finance	TBA
Executive Assistant to the Vice President	Cheryl B. Gerber, M.S.
Associate Vice President for Finance and Chief Accounting Officer	Susan Kirkland, M.B.A.
Controller	Judith Penate, M.B.A.
Financial Analyst	Yvonne Falloon, M.B.A.
Assistant to the Controller	Angel (Fred) Rodriguez, B.B.A.
Assistant Director, Accounting	Margot Swan, B.S.
Director, Financial Grants Management	Mercedes Vanegas, B.A.
Assistant Grants Manager	Adriana Acedo, B.S.
Grants Assistant	Yolanda Fernandez
Senior Accountant	Jan Blair, B.P.A.
Executive Assistant	Dorothy Valcourt
Executive Director, Business Operations	Cathleen Leonard, M.A.
Assistant Director, Cashier/Business Office (CBO)	Ronald LaBarrie, M.B.A.
Assistant Director, Cash Management	Rosemarie Cieslar, B.S.
Student Financial Coordinator	Sherry Lex-Heinrich, B.P.S.
Associate Vice President and University Budget Officer	Nicole Diez, M.B.A.
Senior Financial Analyst	Lena Marcea, B.A.
Junior Financial Analyst	Carolina Salvador
Payroll Manager	Serrana Dominguez
Director, Accounts Payable	Nancy Perez, B.L.S.
Director, Purchasing	Sandra Madison, B.S.
Associate Vice President for Business Services and Facilities Management	Freddy E. Ulloa, M.B.A.
Director of Facilities	Alex MacNamara, B.S.
Maintenance Manager	Neil Stewart
Assistant Manager	Ronald D. Hultquist, B.S.
Grounds & Support Services Manager	David Mace
Housekeeping Manager	TBA

Director, Conference and Event Services.....	Monica Soto, M.S.
Business Center Manager.....	Paul Kestler
Assistant Vice President for Administrative Information Systems	Traci A. Simpson, M.S.
Business Analyst/Special Assistant.....	TBA
Systems Administrator	Nina O'Shea, M.S.
Database Administrator.....	Regina Lopez, B.S.
Senior Systems Analyst.....	Mary Laura Corriss, M.S.
HR Database Administrator	Michael Taylor, B.A., B.S.
IT Support Supervisor	Terry Nelson
Database Analyst	Felix Rodriguez
Database Analyst	Debra Pantaleo
Programmer/Analyst	Waldo Andrade, B.S.
Programmer/Analyst	Sonja Archer Thompson, M.S.
General Counsel and Vice President for Human Resources	John A. Walker, J.D.
Assistant Vice President for Human Resources.....	Jennifer Boyd-Pugh, M.S.
Director	Patti Dopico
Director, Human Resources, Orlando	Elizabeth Norris
Employment Manager.....	Erin Raizen, M.S.
Vice President for Institutional Advancement	Ann E. Paton, B.S.
Associate Vice President for Institutional Advancement	Thomas Paul Severino, M.A.
Executive Director, Advancement Services.....	Joyce Riveira, M.B.A.
Director for the Annual Fund.....	J. C. Hernandez, B.A.
Program Coordinator, Annual Fund.....	Diane Seubert
Phonathon Facilitator.....	Matthew Berkshire
Director for Major and Planned Gifts.....	Cheryl Lawko, B.A.
Director, Grant Programs	Mara Morganstein, M.S.
Coordinator for Grants	Jatika Hudson
Director for University Sponsorships	Caridad MacNamara, B.S.
Coordinator, University Events.....	Jessica Cerda, B.A.
Coordinator, Development Research	Priya Nembhard, B.A.
Coordinator for Donor Relations	James Touma, B.P.A.
Coordinator for Government Relations	Maria Stallions, Ph.D.
Assistant Vice President for Alumni Relations.....	Sean Kramer, B.A.
Alumni Program Director	Renee Glover-Hodge, M.S.
Coordinator for Student and Young Alumni Programs.....	Patricia O'Brien, B.A.
Assistant Vice President for Communications and Marketing	Michael S. Laderman, B.A.
Senior Communications Coordinator	Paige Stein, M.A.
Communications Coordinator I.....	Jeremy Jones, A.S.
Communications Coordinator II	Julianna Pietak, M.A.
Communications Assistant.....	Sara Lofty, B.A.
Art Director.....	Martin L. Hamilton, A.S.
Editorial Assistant.....	Jessica Alexander, B.A.
Project Manager.....	Karen Subran
Marketing Representative, Orlando	Susan Bendlin, J.D.
Assistant Vice President for Internet Communications and Marketing.....	Michel Sily, M.S.
Associate Director for Web Marketing.....	Andrew Vaccaro, M.B.A.
Senior Web Writer	Valerie Turner, M. Phil.
Senior Web Programmer.....	Miguel Ramirez, B.S.
Vice President for Student Affairs	Michael J. Griffin, Ed.D.
Associate Vice President for Student Affairs	M. Eileen McDonough, Ed.D.
Associate Vice President for Student Affairs/Dean of Students.....	Maria Luisa Alvarez, Ph.D.
Coordinator, Student Conduct, Dean of Students Office.....	Jeffrey Edwards, M.S.
Assistant Vice President	Jean Hock, M.S.
Administrative Assistant.....	Janet Dowd

Director, Career Services	Amy Diepenbrock, Ph.D.
Career Counselor	John Moriarty, M.B.A.
Career Counselor	Maria Tomaino, M.S., N.C.C.
Conference and Workshop Planner	Shaunelle Wall, B.S.
Director, Center for Counseling and Psychological Services	Sr. Anastasia Maguire, R.S.M., M.S.W., L.C.S.W.
Assistant Director/Counselor	James C. Scott, Psy.D., Licensed Clinical Psychologist
Administrative Assistant	Helen Balgobin
Counselor	Jennifer Mathis-Fisher, M.S., Registered Mental Health Counseling Intern
Counselor	Hossiella Longoria, Psy.D., Psychologist on Temporary Permit
Counselor	Alison Morris, M.S., L.M.F.T.
Director, Office of Disability Services	Leslie Rouder, M.S.W., L.C.S.W.
Administrative Assistant	Ria Hutton
Coordinator	TBA
Coordinator	Allison Kowlessar
Director, Intercultural Center	Damaris Vasquez, M.S.
Assistant Director	TBA
Coordinator	Yojana Rodriguez, M.S.
Director, Center for Leadership Development, Transition and Retention Services	Dana Ponsky, M.A.
Assistant Director	Gina Joseph, M.S.
Director, Residence Life	Matthew Cameron, M.S.
Associate Director	Patrick Devine, M.S.
Administrative Assistant	Sandra Riley
Area Coordinator	Alberto Lorenzo, B.A.
Area Coordinator	Emily Must, B.S.
Area Coordinator	Candi Whittick, B.S.
Director Student Activities	Anwar Cruter, M.A.
Assistant Director, Student Activities	LaKima Garnett, M.S.
Administrative Assistant	Shamona McFadden
Coordinator, Center for Commuter Student Affairs	Sarah Bramblette, M.Ed.
Coordinator,	TBA
Director, Student Health Center	Eileen Egan-Hineline, R.N-C, M.S.
Administrative Assistant	Pam Foster
Nurse Practitioner	Corvette Yacoob, M.S.N., A.R.N.P., B.E.
Clinical Coordinator	Candice Hill, R.N., M.H.S.A.
Director, Student Union	Mickie Voutsinas, B.S.
Assistant Director	Mari Exelrud, B.A.
Coordinator	Robert Pelaez
Coordinator, Volunteer and Community Service Center	TBA
Executive Director of Public Safety	Stanley A. Young, M.S.
Assistant Director	Cherie Knudson
Crime Prevention Coordinator	Liz Talatinian
Executive Director, Dining Services and Bookstore	Jacqueline M. McGlone, M.Ed.
General Manager, Dining Services	Pierre Sierralta
Manager, Campus Bookstore	Claudia Hadjez

ADMINISTRATION AND FACULTY

ABDELLATIF, Ahmed; Assistant Professor of Biology; M.D., Faculty of Medicine, Alexandria, Egypt; M.S., University of Louisville

ACEDO, Adriana; Assistant Grant Manager, Division of Business and Finance; B.S., Centro de Estudios Superiores del Estado de Sonora; Hermosa, Mexico

AHLERS, Glen-Peter, Associate Dean for Information Services and Professor of Law; B.A., University of New Mexico; M.L.S., University of South Florida; J.D., Washburn University School of Law

ALBRECHT, Carol A.; Senior Director, Operations/Budget Manager, Division of Enrollment Management; B.L.S., Barry University

ALBRECHT, Nancy; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.S., Colorado State University; M.Ed., Pennsylvania State University

ALDERMAN, Barbara; Coordinator, Early and Middle Childhood Education; B.A., Stetson University; M.S., Barry University

ALEXANDRAKIS, Aphrodite; Professor of Philosophy and Humanities; Director of Master of Arts in Liberal Studies; B.A., Rutgers University; M.A., Ph.D., University of Miami

ALEXAKIS, George; Assistant Academic Coordinator for Administration; Assistant Professor of Broward, Palm Beach Administration, School of Adult and Continuing Education; B.C., Ryerson University; M.S., Johnson and Wales University; Ed.D., Nova Southeastern University

ALEXANDRE, Jessica; Editorial Assistant, University Marketing; B.A., Southern Methodist University

ALI, Cherrie A.; Assistant to the Registrar; B.A., Florida International University; M.S., Barry University

ALLEN, Andrea; Assistant Professor of Behavioral Sciences, School of Adult and Continuing Education; B.A., University of South Florida; M.S., Ph.D., Florida International University

ALOYA, Maria; Stockroom Lab Director/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International University

ALVAREZ, Blanca F.; Associate Professor of French; B.A., University of Miami; M.A., University of Miami; Ph.D., The Catholic University of America

ALVAREZ, Maria Luisa; Associate Vice President for Student Affairs; Dean of Students; B.S., Georgetown University; M.B.A., Nova University; Ph.D., Barry University

ANDERSON, Stephen; Associate Dean and Department Chair, Human Performance and Leisure Sciences; B.S., M.S., Indiana State University; Ph.D., University of Maryland

ANDRADE, Waldo; Programmer/Analyst, Administrative Information Systems; B.S., University of Louisville

ANTCZAK, Laura; Director of Undergraduate Admission, Division of Enrollment Management; M.S., Florida Atlantic University

ARMSTRONG, Albert W.; Assistant Professor of Radiology; B.S.R.S., Midwestern State University; M.S., D.P.M., Barry University

ARMSTRONG, Latrell; Admissions Counselor, Division of Enrollment Management; B.A. University of Memphis

ARNEY, Linda; Enrollment Manager, South Florida Pods; School of Adult and Continuing Education; B.S., Barry University

AROME, Gladys; Assistant Professor, Educational Computing and Technology; B.S., Ahmadu Bello University (Nigeria); M.S., Indiana State University; Ph.D., Barry University

ASMUS, Peggy; Accounts Payable Assistant, Business and Finance Division

AUSTIN, Rev. Gerard, O.P.; Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Providence College; S.T.L., Immaculate Conception College; S.T.D., Institut Catholique de Paris

AVILES, Jesus; Area Coordinator, Residence Life; B.S., Barry University

AYERS, Thomas; Executive Associate Dean; Academic Coordinator, Network and Systems Engineering; School of Adult and Continuing Education; B.S., St. Peter's College; M.S., Doctoral Candidate, Barry University

BALCERSKI, Judith A.; Professor Emeritus of Nursing; B.S.N., Barry University; M.S.N., Wayne State University; Ph.D., University of Michigan

BALDWIN, John; Assistant Director, Instructional Computing Services, Division of Information Technology; B.S., Barry University

BALLEW, Adam Joshua; Desktop Computing Support Specialist, Division of Information Technology

- BAN, Ruth; Assistant Professor of Education; B.S., Western Illinois University; M.S., University of London; Ph.D., University of South Florida
- BARRANCO, Yolairis; Assistant Dean for Information Systems and Technology, Division of Enrollment Management; B.A., Queens College C.U.N.Y.; M.S., Barry University
- BEASON, Ferrona; Instructor of Nursing; B.S.N., M.S.N., Barry University
- BEEGLE, Pamela; Reference Librarian; M.L.S., Kent State University; B.A., Ohio State University
- BELL, Charles; Regional Director, Ft. Myers, School of Adult and Continuing Education; B.A., M.S., Ed.D., Nova Southeastern University
- BELL, Pegge L.; Associate Vice President for Graduate Studies and Dean, School of Nursing, Professor of Nursing; B.S.N., Georgia Southwestern College; M.S.N., University of Alabama, Birmingham; Ph.D., University of Virginia
- BENDLIN, Susan; Marketing Representative - Orlando, University Marketing; B.A., University of Virginia; J.D., Gonzaga College
- BERNSTEIN, Edward; Associate Professor of Education; B.Ed., University of Miami; M.E., FAU; Ed.D., Nova University
- BERNSTEIN, Reid; Administrative Director of Educational Leadership; B.A., Eckerd College; M.Ed., University of Miami
- BERKSHIRE, Matthew; Phonathon Facilitator, Institutional Advancement
- BETHART, Ivonne; Language Lab Manager; B.A., M.A., University of Miami
- BEVILACQUA, O.P., Sister Linda; President; Professor of Education; B.S., Barry University; M.Ed., Siena Heights University; Ph.D., Michigan State University
- BEYNON, John; Manager Computer Labs, Division of Information Technology; B.S., M.S., Barry University
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BIRDSONG, Leonard E.; Associate Professor of Law; B.A., Howard University; J.D., Harvard Law School
- BLACK, Ginette; Senior Financial Aid Counselor, Division of Enrollment Management; B.A., Queens College
- BLOCK, Eric; Associate Director, Academic Advisor/Marketing Representative, Associate Director, School of Adult and Continuing Education; B.P.S., Barry University; M.S., St. Thomas University
- BOHNING, Geraldine; Professor Emerita of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BOOKER, James; Associate Professor of Education; B.S. North Carolina State University; MPA, University of Central Florida; Ph.D. Capella University
- BOONE, Keva; Coordinator of Support Services, Division of Information Technology; B.P.A., B.S., Barry University
- BOSWORTH, David; Assistant Professor of Theology; B.A., Saint John's College; M.A., Ph.D., The Catholic University of America
- BOUDION, Antonnette; Financial Aid Counselor, Division of Enrollment Management; B.A., St. Thomas University
- BOULOS, John; Associate Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWDEN, Maggie; 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
- BRAMBLETT, Sarah; Coordinator Center for Commuter Student Affairs, Student Affairs; B.A., Shawnee State University; M.Ed., Ohio University
- BRANDFORD, Juanita; Associate Professor of Education; B.S., Cheyney State College; M.Ed., Trenton State College; Ed.D., Teachers College/Columbia University
- BRAUNSTEIN, Susan; Associate Professor of Communication, School of Adult and Continuing Education; B.A., M.A.T., University of Louisville; Ed.D., Florida Atlantic University
- BRICENO, Carmen; Assistant Enrollment Director, Central Florida; School of Adult and Continuing Education; B.A., M.Ed., University of Massachusetts, Amherst
- BRILL, Jacqueline; Assistant Professor of Surgery; B.S., St. Thomas University; D.P.M., Barry University

- BROCK, Barry J.; Academic Coordinator, Health Services Administration; Assistant Academic Coordinator for Administration, Brevard, Orlando Treasure Coast; Assistant Professor of Health Services Administration, School of Adult and Continuing Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BROIHAHN, Michael A.; Associate Professor of Accounting; B.S., M.B.A., M.S., University of Wisconsin;
- BROWN, Beverly; Head of Public Services; Division of Information Technology
- BROWN, Christopher D.; Assistant Athletic Trainer and Clinical Instructor; Human Performance and Leisure Sciences
- BROWN, Judith Oropallo; Associate Dean, School of Adult and Continuing Education; B.A., Elmira College; M.A., New York University; Ed.D., Florida International University
- BROWN, Yvette Ann Marie; Interim CTO, Division of Information Technology; B.S., M.S., Barry University
- BRYANT, Lynne; Director, Nurse Administrator and Nurse Educator Specialization; 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
- BUCKLEY, Meghan; Program Coordinator EPA Grant; B.S., Barry University
- BUDHOO, Jennifer; Assessment Coordinator, Institutional Research; B.S., Barry University
- BURGUES, Sch.P., Reverend Jose Pascual; Assistant Director, M.A. in Pastoral Ministry for Hispanics (SEPI), Assistant Professor of Theology; S.T.L., Universidad de Zaragoza; S.T.L., Pontificia Universidad Biblica, S.T.D., Institut Catholique de Paris
- BURIA, MariaElena; Assistant Professor of Education; B. S., Florida International University; M.S., University of Southern California
- BURKE, Robert; Professor Emeritus of Educational Computing and Technology; B.A., Michigan State University; Ed.D., Harvard University
- BURKES, Falizea; Assistant Networking Engineer, Division of Information Technology; B.S., Barry University
- BURNS, Kayreen; Professor Emerita of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BUSH, Utley; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.S., University of Kansas
- BYRNE, Lawrence; Associate Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CABRERA-MOLINA, Lillian; Assistant Director for Financial Aid, Division of Enrollment Management
- CAHILL, Linda Elizabeth; Associate Dean, Distance Education Support, 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 Vice President for Undergraduate Studies and Dean, College of Arts and Sciences; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CAMACHO, Martin; Visiting Professor of Music, and Assistant to the Chair Fine Arts, B.M., Instituto Superior de Arte, Havana; M.M. and P.S., Cleveland Institute of Music; D.M.A., University of Miami
- CAMPO, Joel; Desktop Computing Support Specialist, Division of Information Technology; B.S., Florida International University
- CAMERON, Matthew; Director, Residential Life, Student Affairs; B.S., M.S., Barry 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
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University; Doctoral Candidate, Florida International University
- CARRIG, James; Assistant Athletic Director, Public Affairs/SID; B.A., University of Findlay; M.S., The United States Sports Academy
- CARROLL, Elain D.; Enrollment Management Assistant; School of Adult and Continuing Education; B.A. Washington State University, M.S., Barry University
- CARTER, Emma; Enrollment Management Assistant; School of Adult and Continuing Education; B.P.A., Barry University.

- CARTER, Sam; Assistant Professor, School of Education; B.S., Eastern Illinois University; M.S., Florida International University; J.D., University of Miami
- CARTRIGHT, Evelyn; Instructor of English; B.A., M.A., State University of New York at Stony Brook; D.P.A., Nova Southeastern University
- CASAL, Carmen; Applications Developer & Library Computing Support Specialist, Division of Information Technology; B.A., Florida International University; M.S., North Dakota State University
- CASSINI, Charles J.; Assistant Professor of Philosophy; B.A., The Catholic University of America; M.A., University of Miami; M.Ed., Florida Atlantic University
- CASTINEYRA, Magda J.; Associate Director for Undergraduate Admissions, Division of Enrollment Management; B.A., St. Thomas University; Ed.M., Harvard University
- CEDRA, Jessica; Coordinator, University Events; B.A., University of Miami
- CERVANTES, Cynthia A.; Assistant Program Director, Cardiovascular Perfusion Program; B.A., University of Oklahoma
- CHARANIA, Preeti; MSW Program Director, School of Social Work; B.A., University of Bombay; M.S.W., Nirmala Niketan College of Social Work, Bombay, India
- CHATTOO, Calmer; Reference Librarian; B.A., University of West Indies, Mona, Jamaica; M.L.S., Ed.M., University of Buffalo-STATE UNIVERSITY OF NEW YORK
- CHOJNACKI, Margaret K.; Assistant Professor of Communication; B.A., M.A., Ph.D., State University of New York at Buffalo
- CHRAIBI, Chakib; Chair, Mathematics and Computer Science; Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., State University of New York at Binghamton
- CHRUSZCZYK, Cynthia; Senior Associate Registrar; B.B.A., Florida International University; M.S., Barry University
- CIESLAR, Rosemarie; Assistant Director, Cash Management, Business and Finance Division; B.S., Barry University
- CLARKE, Steve K.; Assistant Professor of Anesthesiology; B.A., Wright State University; B.S., George Washington University; M.A. Wright State University
- CLARO, Aida; Senior Associate Director for Financial Aid, Division of Enrollment Management; B.S., Barry University
- CLOTHIER, Carol; Assistant Dean, Arts and Sciences; B.S., Florida State University; M.S., Barry University
- CLOTTEY, Ruth; Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COLE-MILLER, Alice; Senior Financial Aid Counselor/ACE, Division of Enrollment Management; B.S., Nova Southeastern University; M.S., California State University
- COLIN, Jessie; Professor of Nursing; B.S.N., M.S.N., Hunter College; Ph.D., Adelphi University
- COLVIN, Mary K.; Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Edinboro University of Pennsylvania
- CONDE, Luis T.; Assistant Professor of Education; B.S., University of Lisbon, Portugal; B.A., St. Thomas University; M.S., St. Thomas University; Ph.D., The Union Institute
- CONNELL, Helen; Associate Professor of English; Assistant Chair, English and Foreign Languages; B.A., M.A., Syracuse University; Ph.D., Florida State University
- COOK, Patricia J.; Assistant Professor of Social Work; B.A., Gordon College; M.S., Columbia University School of Social Work
- CORRISS, Mary Laura; Senior Programmer/Analyst, Administrative Information Systems; B.A., Duquesne University; M.S., Barry University
- COULTER, Beverly; Professor of Music; B.F.A., Florida Atlantic University; M.M., D.M.A., University of Miami
- COURSON, Carey; Operations Manager, School of Natural and Health Sciences
- COVONE, Michael; Director of Athletics; B.P.S., M.S., Barry University
- CRAMER, Carl R.; Professor of Sport and Exercise Sciences; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University
- CRAWFORD-BROWN, Claudette; Instructor of Social Work; B.Sc., University of the West Indies; M.S.W., Howard University; Ph.D., Rutgers University
- CREIGHTON, Cynthia; Associate Professor and Assistant Director of Occupational Therapy; B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., Wayne State University
- CREMADES, Gualberto; Associate Professor of Sport and Exercise Sciences; B.S., M.Ed., Ph.D., University of Houston

- CRUTER, Anwar S.; Director, Office of Student Activities; B.A., Elon College; M.A., Appalachian State University
- CULVER, Charles M.; Associate Program Director, Physician Assistant Program; Professor of Medical Education; B.A., Columbia University; M.D., Ph.D., Duke University
- CUMMINS, Linda; Associate Professor of Social Work; B.E.S., Thomas More College; M.S.W., Ph.D., Ohio State 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; Chair, History and Political Science; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DANIELS, Ollie; Associate Professor of Education; B.S., Edward Waters College; M.S., Texas Southern University; Ed.D., University of Florida
- DAVIDSON, Carla; Academic Advisor/Site Manager, School of Adult and Continuing Education; B.A., State University of New York; M.A., New York University
- DAVIES, Roxanne S.; Assistant to the President for Mission Integration and Director of QIP; B.S., M.S., Texas A&M University
- DAVIS, Cynthia; Academic Coordinator, Art, Humanities, Music, and Photography; Assistant Academic Coordinator for English; 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.; Assistant Director for Financial Aid/ACE, Division of Enrollment Management; B.S., M.S., University of Maine
- DAY, Terri; Associate Professor of Law; B.A., University of Wisconsin; M.S.S.A., Case Western Reserve University; LL.M., Yale Law School; J.D., University of Florida
- DeCARDENAS, Rebecca; Regional Director, School of Adult and Continuing Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University
- DEEB, Khaled; Academic Coordinator, Information Technology; Associate Professor of Information Technology, School of Adult and Continuing Education; B.A., B.S., Beirut University; M.S., Ph.D., Florida International University
- DEGRAFF, Karl-Marc; Desktop Computing Specialist, Division of Information Technology; B.S., M.A.S., Barry University
- DEEN, Denise; Coordinator, Admissions/Marketing Health Services, Division of Enrollment Management; B. Comm., St. Mary's University; M.B.A., Heriot-Watt University
- DeLaPENA, Maura (Silvia); Assistant to Department Administration Theology/Philosophy
- DEL RIO, Heberto; Assistant Professor of Mathematics; Licentiate Mathematics, M.S., Universidad Nacional Autonoma de Mexico; M.S., University of Miami; Ph.D., State University of New York at Stony Brook
- DeMOTT, Edward J.; Assistant Director for Graduate Programs, School of Human Performance and Leisure Sciences; B.A., M.S., Barry University
- DeWINTER, Marietta; Head of Technical Services/Librarian, Division of Information Technology
- DENSON, Rashanda; Enrollment Director; School of Adult and Continuing Education, B.S., Bethune Cookman; M.A., University of Phoenix
- DENTATO, Michael; B.S.W. Program Director, School of Social Work; B.A., M.S.W., Fordham University
- DEVINE, Patrick; Associate Director, Residential Life, Student Services; B.S., M.S., Barry University
- DeWINTER, Marietta; Head of Technical Services/Librarian; Division of Information Technology; M.L.S., Florida State University
- DEZEK, John; Associate Dean; Associate Professor of Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIAZ, Leticia M.; Dean School of Law, Orlando; J.D., Ph.D., Rutgers School of Law
- DIAZ-RODRIGUEZ, Mercedes; Executive Secretary to the Director of Anesthesiology; B.S. Candidate, Barry University
- DiBELLO, Lilia; Assistant Professor of Education; B.A., Tulane University; M.S., Ed.D., Florida International University

- DICK, Ronald M.; Professor of Anesthesiology; B.S., Florida State University; B.S., Ph.D., University of South Carolina
- DIENER, Betty; Professor of Management, School of Business; B.S., Wellesley College; M.B.A., D.B.A., Harvard University
- DIEZ, Nicole O.; Associate Vice President for Business and University Budget Officer; B.B.A., M.B.A., University of Miami
- DINGER, Patricia; Regional Undergraduate Recruiter/ Alumni Developer, Division of Enrollment Management; B.A. Ohio Northern University; M.S., Barry University
- DOMINGUEZ, Azul; Senior Financial Aid Counselor, Division of Enrollment Management; B.A., Florida International University
- DOMINGUEZ, Serrana; Payroll Manager, Business and Finance Division
- DOPICO, Guillermo; Videoconferencing Support Specialist, Division of Information Technology; B.S., Barry University
- DOPICO, Patti; Director, Human Resources
- DORAN, Madeleine; Associate Professor of Education; B.S., Valdosta State University; M.S., University of Montana; Ed.D., University of South Florida
- DORN, Christina S., Enrollment Director, Brevard; School of Adult and Continuing Education; B.A., University of Wisconsin.
- DOWD, Janet, Administrative Assistant, Vice president for Student Affairs.
- DOWETT, Janice; Academic Director; School of Adult and Continuing Education, Treasure Coast; B.S., Salen-Teikyo University; M.A., West Virginia University
- DROZD, Olena; Coordinator, Writing Center and Reading Lab; Instructor in English, Learning Center; B.A., Odessa State University-Ukraine; M.A., Florida International University
- DUBNER, Barry; Professor of Law, B.A., Hunter College; J.D., New York Law School; LL.M., University of Miami; LL.M., J.S.D., New York University
- DUBERRY, James; Executive Chef, Dining Services
- DUFFY, Maureen; Professor of Education; B.S., National University of Ireland; M.S., Barry University; M.S., Ph.D., Nova University
- DUTTER, Lee E.; Associate Dean for Academic Affairs; Professor of Public Administration, School of Adult and Continuing Education; B.S., Florida State University; M.A., Ph.D., University of Rochester
- DUVALL, Darrell; Director, Information Technology Support Desk, Division of Information Technology; B.S., M.S., Florida International University
- DUVALL, Gwendolyn; Executive Assistant to Assistant Vice Provost for Enrollment Management, Division of Enrollment Management
- EADDEH, Lauren, Assistant Director for Graduate Admissions, Division of Enrollment Management; B.A., M.A., New York University
- EDWARDS, Jeffrey; Coordinator of Student Conduct, Dean of Students Office; B.A., B.S., M.S., Barry University
- EELTINK, Catherina; Associate Professor of Education, Counseling - Orlando; B.A., Marquette University; M.S., University of Miami; Ph.D., Florida State University
- EGAN-HINELINE, Eileen, RN-C; Director, Student Health Center; B.S.N., Barry University; M.S., Barry University
- EGRET, Claire; Assistant Professor, Biomechanics; B.S., University of Rouen (France); M.S., University of Rennes (France); Ph.D., University of Rouen (France)
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University; Ed.D., Nova Southeastern University
- ENGLE, Bretton C., Assistant Professor of Social Work; B.S., M.S., Boise State University; Ph.D., Florida International University
- ESPOSITO, Luigi; Associate Professor of Sociology and Criminology; B.A., Florida International University; M.A., Ph.D., University of Miami
- ESTEVEZ, Monsignor Felipe J.; Associate Professor of Theology; M.A., Barry University; S.T.L., University of Montreal; S.T.D., Pontifical Gregorian University
- ESTEVEZ, Marilyn; Instructor of English; B.S., Florida International University; M.A., Barry University
- EVANS, Chester A.; Vice President for Medical Affairs and Dean, School of Podiatric Medicine; Professor of Podiatric Medicine; B.S., University of Miami; M.S., University of Florida; B.Med.Sc., D.P.M., California College of Podiatric Medicine
- EWING, Dan; Professor of Art History; B.A., University of California; M.A., Ph.D., University of Michigan
- EXELRUD, Mari, Assistant Director, Student Union Office, Student Affairs; B.A., FACHA University
- FAIRBANKS, Sandra J.; Associate Professor of Philosophy; B.A., Wheaton College; M.Phil., University of Edinburgh; J.D., University of Maine; M.A., Ph.D., University of Minnesota

- FAIRBANKS, O.P., Sr. Sara Ann; Associate Professor of Theology; B.A., Wilson College; M.A., Aquinas Institute of Theology; Ph.D., University of St. Michael's College/ Toronto School of Theology
- FALLOON, Yvonne M., Financial Analyst, Business and Finance Division; B.B.A., Florida Atlantic University; M.B.A., Nova Southeastern University
- FARRELL, Jill Beloff; Chair, Curriculum and Instruction Program; Assistant Professor of Education; B.S.A., M.S., Ed.D., Florida International University
- FEIN, Richard B; Assistant Professor of Medical Education; Director of Didactic Studies, Medical Director, Physician Assistant Program; B.S. University of Florida; M.D., University of Miami; M.P.H. Florida International University
- FEITO, Patricia Maria; Academic Coordinator English, Written Communication, and Foreign Languages; Associate Professor of English, School of Adult and Continuing Education; B.A., Florida International University; A.M., University of Michigan; Ph.D., University of California
- FERNANDEZ, Antonio A.; Assistant Professor of Biology; B.Sc., B.A., M.D., Higher Institute of Medical Sciences of Havana, Cuba
- FERNANDEZ, M. Sylvia; Chair, Counseling Programs; Professor of Counseling Education; B.A., B.S., M.S., Ph.D., Southern Illinois University at Carbondale
- FERRER-WREDER, Laura; Associate Professor of Psychology; B.S., Barry University; M.S., Ph.D., Florida International University
- FERSTLE, Thomas; Assistant Professor of English; B.S., University of Texas at Dallas; M.A., University of Dallas; Ph.D., University of Texas at Dallas
- 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
- FISCHER, Cynthia; Assistant Professor of Education; B.A., Hofstra University; M.S., Adelphi University; Ph.D., University of Virginia
- FISHER, Karen; Admissions Counselor, Division of Enrollment Management; B.S., M.S., Elmira College
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FISHMAN, Philip; Instructor of English; B.S., M.A., Ohio State University
- FLETCHER, Dave C; Senior Director for Graduate Admissions, Division of Enrollment Management; B.A., Don Bosco College; M.A., University of South Florida; M.A., St. Vincent De Paul Regional Seminary
- FLOWERS, O.P., Sr. Grace; Academic Advisor, Associate Director, Treasure Coast, School of Adult and Continuing Education; B.S., Siena Heights College; M.S., Barry University; M.A., Loyola University; Ed.S., University of Georgia
- FOREMAN, Sean D., Assistant Professor of Political Science; B.A., Clarion University; M.A., Ph.D., Florida International University
- FOTHERGILL, Laura; Transcript Evaluator, Division of Enrollment Management; B.A. College of Wooster
- FRANCISCO, Elizabeth; Director, Melbourne, School of Adult and Continuing Education; B.S., M.S., M.B.A., Embry-Riddle Aeronautical University
- FRANCO, Catalina; Wellness Coordinator; Coordinator of Instructional Activities in Sports and Recreation; Human Performance and Leisure Sciences; B.S., M.S., Barry University
- FRANCO, Mary Jane; Instructor in Computer Science, Mathematics and Computer Science Department; B.S., Pontificia Universidad Javeriana; M.S., University of Notre Dame
- FRANK, Mitch; Associate Professor of Law; B.A., Cornell University; J.D., University of Florida
- FRANK, William P.; 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

- GALT-McBEAN, Danelle; Adjunct Assistant Professor of Anesthesiology; B.S.N., University of Mary; M.S., Barry University
- GAMBRILL, Sarah; Admissions Counselor, Division of Enrollment Management; B.S., University of Central Florida
- GARCIA, Tamara Celestin; Coordinator, Inter-Cultural Center, Student Services; B.A., University of Miami; M.P.A., Florida International University
- GARNETT, LaKima; Assistant Director, Student Activities; B.A., Eastern Carolina University; M.S., Barry University
- GASSO, Teresa M.; Assistant Director for Records and Transcript Evaluation, Division of Enrollment Management; B.S., Kennesaw College; M.S., Barry University
- GENUS, Ian; PC Support Specialist, Division of Information Technology; B.S., American Intercontinental University
- GERBER, Cheryl B.; Executive Assistant to Vice President for Business and Finance; B.L.S., M.S., Barry University
- GIBSON, Ann; Associate Professor of Sport & Exercise Sciences; B.A., Albertus Magnus College; M.B.A., M.S., Ph.D., University of New Mexico
- GIORDANO, Victoria A.; Associate Professor of Education; B.S. and M.S., Nova University; Ed.D., Florida International University
- GIOVANELLI, Maryanne; Coordinator of Athletic Operations, School of Human Performance and Leisure Sciences; B.S., Lynn University; M.S., Barry University
- GLOVER-HODGE, Renee; Alumni Programs Director; B.S., M.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
- 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, Daytona; M.H.S., Lincoln University; Ed.D., Temple University
- GONZALEZ, Pedro B.; Associate Professor of Philosophy; B.A., University of Alabama; M.S., Ph.D., DePaul University
- GOSNELL, Joan C.; Assistant Professor of Education; B.P.S., M.S., Florida International University
- GOULET, Jocelyn; Director, Health Sciences Admissions Operation; B.A., B.Ed., University of Ottawa; B.Ph., L.Ph., St. Paul University; M.A., University of Ottawa
- GRANT, Lynn; Regional Director, Brevard/Volusia, School of Adult and Continuing Education; B.S., City University of New York at York College; M.A., Webster University
- GRANT, Shaunette; Director of Institutional Research; B.S., University of Florida
- GRAY, Susan; Professor of Social Work; B.A., Caldwell College; M.S.W., Rutgers University; M.B.A., Barry University; Ed.D., Nova University; Ph.D., Barry University
- GRAZZIANI-RIVERA, Annette; Systems Coordinator (Communications Management)/TSA, Division of Enrollment Management; B.S., Barry University
- GREEN, Michael E.; Director, Tampa/St. Petersburg, School of Adult and Continuing Education; B.S., West Virginia University, M.A., University of Central Florida
- GREENBAUM, Andrea; Associate Professor of English; B.A., California State University; M.A., Ph.D., University of South Florida
- GRIFFIN, Michael; Vice President for Student Affairs; Professor of Education; B.A., M.A., Siena Heights College; Ed.D., Nova Southeastern University
- GRIMES, Carrie; Assistant Director for Information Systems and Technology; Division of Enrollment Management; B.L.S., M.S., Barry University
- GRISWOLD, Jan M.; Assistant Manager, Audiovisual Services; M.A., Trevecca Nazarene University
- GRIZZLE, Gary; Chair, Sociology and Criminology; Associate Professor of Sociology; B.A., Florida International University; M.S., Florida State University; Ph.D., Northwestern University
- GUTERMAN, Jeffrey; Assistant Professor of Education; B.A., Boston University; M.S., Ph.D., Nova Southeastern University
- HACKETT, Virginia; Assistant Professor of Nursing; B.S.N., Hunter College-Bellevue; M.S.N., Molloy College
- HADJEZ, Claudia; Follett Bookstore Manager
- HAGAMAN, Julia; Registrar, School of Law-Orlando; B.A., University of Pittsburgh
- Haid, Lois K.; Associate Professor of Education, School of Education; B.A., College of St. Elizabeth; M.Ed., Marymount University; Ph.D., George Mason University
- HAMILTON, Martin; Art Director, University Marketing; A.S., Art Institute of Fort Lauderdale

- HANLON, Andra, Director, Nurse Practitioner Specializations, Associate Professor of Nursing; B.S.N., Georgetown University; M.S.N., Rutgers University; Ph.D., Loyola University
- HANSON, Carole F.; Assistant Director for Graduate Financial Aid, Division of Enrollment Management; B.P.S., Barry University
- HARALAMBIDES, James; Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas
- HARKINS, Gretchen M.; Director, Grant Programs and Governmental Relations, Institutional Advancement; B.A., J.D., Florida State University
- HARRIS, Jennifer; Manager, Support Services; B.S., Barry University
- HARRIS-HOLLOWAY, Jennifer; Instructor in Nursing; B.S.N., M.S.N., University of Miami
- HARRIS-LOOBY, Judy; Chair, Exceptional Student Education Programs; Associate Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami
- HATTAWAY, Marvin; Director, Facilities and Budget Analysis; School of Adult and Continuing Education, B.B.A., Tennessee State University
- HAUSER, Nancy E., Operations Manager, School of Business; B.P.S., Barry University
- HAYES, Emily; Transcript Evaluator, Division of Enrollment Management; B.A., The College of Wooster
- HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland
- HAYS, Susan, Part-time Graduate Admissions Recruiter/ADSOE, Orlando, Division of Enrollment Management; B.S., M.S. University of Phoenix
- HEIM, Julie, Call Center Manager, Division of Enrollment Management
- HELOPOULOS, Terry; Assistant Professor of Medical Education, Physician Assistant Program Expansion at St. Petersburg College; P.A., Miami-Dade Community College; M.M.S., Nova Southeastern University
- HENAO, Henry; Director, Nursing Resource Center, School of Nursing; B.S.N., M.S.N., Barry University
- HENGARTNER, Christoph; Assistant Professor of Biology; B.S., Université Laval, Canada; Ph.D., Massachusetts Institute of Technology
- HENRY, Eisha; Financial Aid Counselor/ACE, Division of Enrollment Management
- HERMAN, Trish; Site Coordinator of Elementary Education, Fort Myers; Assistant Professor of Education; B.S. University of Wisconsin-Whitewater; M.E., National Louis University; Ed.S., Ed.D., Nova Southeastern University
- HERSHORIN, Indra Ramphal; Instructor in Nursing; B.S.N., M.S.N., Doctoral Candidate, Barry University
- HICKS, Leta E.; Associate Professor of Sport and Exercise Sciences; Director, Graduate Programs; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University
- HILL, Candice, R.N., Registered Nurse, Clinical Coordinator, Student Health Center; B.S.N., Barry University; M.H.S.A., Georgia Southern University
- HILL, Dan; Director of the Fitness Center; Assistant Director of Campus Recreation and Wellness; B.S., Barry University; M.S., Georgia Southern University
- HOCK, Jean; Assistant Vice President, Student Affairs; B.A., M.S., Barry University
- HORNER, Robert Bower; Academic Coordinator, Philosophy; Assistant Professor of Philosophy, School of Adult and Continuing Education; B.A., Schiller International University; M.A., Boston University; M.A., Ph.D. University of Miami
- HOUSTON, Yvonne; Assistant Professor of Dance, B.F.A., New York University; M.A., Teachers College, Columbia University
- HU, Xiaotang; Assistant Professor of Biology; M.S., Ph.D., Hunan Medical University (China)
- HUBSCHMAN, Betty Gould; Associate Professor of Education; B.A., Florida Atlantic University; M.S., Ed.D., Florida International University
- HUFFMAN, Carol; Director, School of Social Work, Office of Admissions; B.S., Bowling Green State University; M.S., Case Western Reserve University
- HULL, Helia Garrido; Director of Legal Research and Writing Program, Assistant Professor of Law; B.A., Providence College; J.D., Stetson University
- HULTQUIST, Ronald D.; Assistant Maintenance Manager, Facilities Management; Licensed General Contractor; B.S., Barry University
- HUMESTON, Howard Dart; Assistant Dean/Director for Financial Aid, Division of Enrollment Management; B.L.S., M.S., Barry University
- HUNTER, Carmen; Director, Continuing Education Programs, School of Adult and Continuing Education; B.S., Barry University
- HURLEY, O.P., Sister Marie Carol; Professor Emerita of Humanities; B.A., Siena Heights College; M.A., The Catholic University of America

- HURT, Joseph Richard; Professor of Law; L.L.M., Yale University; J.D., Baylor University
- HUTTO, Barbara B.; Assistant to the Dean, School of Arts & Sciences
- HYMN, Lynch; Audiovisual Services Manager, Division of Information Technology; B.L.S., Barry University
- INGRAM-HERRING, Sarah; Assistant Director of Field Education, School of Social Work; B.S.W., Florida A&M University; M.S.W., Barry University
- IOZZIO, Mary Jo; Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University
- ISREL, Richard; Associate Registrar; B.S., Florida International University
- IZQUIERDO, Antonio Gil; Web Programmer/Designer, Administrative Information Systems; B.S., Concordia University, Wisconsin
- IZQUIERDO, Caroline, Assistant Director for Admissions Records, Division of Enrollment Management; B.B.A., Florida International University
- JARVIS, Karen; Biological Supply Manager; B.S., Barry University
- JEANTILUS, Yvette; Director of Technical Services; B.P.S., M.S., Barry University
- JEHLE, O.P., Sister Dorothy; Professor Emerita of English; Director of Archives; B.A., College of St. Francis; M.A., John Carroll University; Ph.D., Loyola University
- JENKINS, Marilyn; Associate Dean, Continuing Education, Administrative Director for University and Regional Partnerships, School of Adult and Continuing Education; B.S., M.S., La Roche College, Ph.D., Barry University
- JEZEK, Dennis; Director, Sports Information; B.A., University of Alabama; M.S., Shippensburg University of Pennsylvania
- JIMENEZ, Ricardo; Instructor of Computer Science, Mathematics and Computer Sciences; B.A., Florida International University; M.S., Barry University
- JOHNSON, Audrey; Assistant Director of IT Support Desk, Division of Information Technology; B.S., M.S., Barry University
- JONASSEN, Frederick; Assistant Professor of Law; B.A., Columbia University; Ph.D., Cornell University; J.D., Indiana University
- JONES, Jennifer; Clinical Liaison and Instructor; School of Natural and Health Sciences; B.S., University of South Florida; M.S., Barry University
- JONES, Jeremy; Communications Coordinator I, Media Relations; University Relations; A.S., Vincennes University
- JOSEPH, Gina; Assistant Director, Center for Leadership and Transition Services; B.A., M.S., Barry University
- JUNE, Cedric; Desktop Computing Specialist, Division of Information Technology; B.S., University of South Carolina
- JUNGEMANN, Fred; Head Coach, Women's Soccer; B.A.S., Arizona State University
- KEENER, Joseph; Site Manager, South Florida PODS, School of Adult and Continuing Education; B.A., St. Alphonsus College; M.S.W., Barry University
- KEGELES, Sharon; Director of Undergraduate Programs; School of Human Performance & Leisure Sciences; Assistant Professor of Sport and Exercise Sciences; Director, Undergraduate Programs; B.S., M.S., Barry University
- KELLY, Dorothy C.; Assistant Registrar; B.S., Barry University
- KELLY, Millicent; Director, Palm Beach Gardens, School of Adult and Continuing Education; B.A., University of Delaware; M.S., Barry University
- KESTLER, Paul; Business Center Manager, Business Services
- KING, Christine A.; Associate Professor of Education; B.Ed., M.Ed., Ed.D. University of Miami
- KINZEL, Rochelle; Academic Coordinator, Communications, Speech and Theater; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College
- KIRKLAND, Susan; Associate Vice President for Finance and Chief Accounting Officer, Business and Finance Division; B.S., University of North Carolina; M.B.A., Barry University
- KLEIER, JoAnn; Associate Professor Nursing; B.S.N., University of South Florida; M.S.N., University of Miami; Ed.D., Florida International University; Ph.D., Barry University
- KNUDSON, Cherie, Assistant Director, Public Safety
- KOLINSKY, Heather; Assistant Professor of Law; B.A., Stetson University; J.D., Rutgers University
- KOLSKY, Sharon; Instructor in Education; B.S., University of Maryland; M.S., University of Miami
- KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University
- KONCZAL, Lisa; Assistant Professor of Sociology and Criminology; B.A., M.A., Ph.D., Florida International University

- KOONS, Judith; Associate Professor of Law; B.A., University of Florida; J.D., University of Florida College of Law; M.T.S., Harvard University Divinity School
- KOPERSKI, SFCC, Sr. Veronica; Professor of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., S.T.L., Ph.D., S.T.D., Catholic University of Louvain (Belgium)
- KOPP, David; Chair, Human Resource Development Programs; Assistant Professor of Education; A.A.S., B.S., University of Louisville; M.B.A., University of Orlando; Ph.D., Barry University
- KOWLESSAR, Allison; Coordinator, Office of Disability Services, Student Affairs
- KRAMER, Sean; Assistant Vice President for Alumni Relations; B.A. Florida International University
- KUSHI, Harold (Terry); Director, Info Technology Infrastructure Services; Division of Information Technology
- LaBAHN, Patricia D.; Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science; B.A., Creighton University; M.A., University of Dayton; M.B.A., Barry University; Ph.D., Saint Louis University
- LaBARRIE, Ronald; Manager, Student Financial Services, Cashier/Business Office; B.S., M.B.A., Barry University
- LACEY, Debra; Associate Professor of Social Work; B.S., University of Florida; M.Ed., University of Vermont; M.S.W., Ph.D., State University of New York at Albany
- LACY, D. Aaron; Assistant Professor of Law; B.S., University of Maryland; J.D., University of Florida; LL.M., American University
- LADERMAN, Michael S.; Assistant Vice President for Communications and Marketing; B.A., Nova Southeastern University
- LAGOMARSINO, Sheri; Assistant Dean for Admissions, School of Law-Orlando; B.S., University of Florida; J.D., Florida State University
- LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., State University of New York at Stony Brook; Ph.D., Barry University
- LAMOREAUX, Wendy; Director, School of Adult and Continuing Education; B.A., Florida Southern College; M.A., University of South Carolina
- LANDA-GONZALEZ, Belkis; Assistant Professor of Occupational Therapy; B.S., University of Miami; M.S., Florida International University; Ed.D., Florida International University
- LANGEN, Wendy Hoon; Assistant Faculty; Physician Assistant Program, School of Graduate Medical Sciences; B.A., New College; MCMSc, Barry University, PA-C.
- LANGTON, Brandon G., Web Developer, Web Marketing; B.S., Florida International University
- LASKY, Cynthia; Assistant Professor of Education; B.S., University of Southern Connecticut; M.S., Barry University; Ed.D., Nova Southeastern University
- LATKOVICH, C.S.J., Sr. Sallie L.; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Cleveland State University; D.Min., Graduate Theological Foundation
- LAUDAN, Ralph; Associate Dean, School of Natural and Health Sciences; Associate Professor of Biology; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University
- LAVANDERA, Reynel; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami
- LAUORE, Sebastien; Assistant Network Engineer, Division of Information Technology; M.S., American Intercontinental University
- LAUORE, Sebastien; Senior Network Engineer, Division of Information Technology; B.S., Barry University; M.S., American Intercontinental University
- LAWKO, Cheryl; Director for Major and Planned Gifts, Institutional Advancement; B.A., Northwestern University
- LEACOCK, Stephen J.; Professor of Law; B.A., M.A., City of London Polytechnic; LL.M., London University; Barrister, Middle Temple-London
- LEFF, Susan; Director, Elderhostel Programs, Adult and Continuing Education; B.L.S., Barry University
- LEONARD, Cathleen; Executive Director, Business Operations, Business and Finance Division; B.S., M.A., Barry University
- 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., Doctoral Candidate, Barry University
- LETSCHE, Mary Ellen; Executive Assistant to the President
- LESCOUFLAIR, Vladimir; Studio Lab Supervisor, Division of Information Technology; B.S., Florida International University

- LEVASSEUR, Marie Ange; Associate Director, Adult and Continuing Education; B.L.S., M.S.W., Barry University
- LEVINE, Joel; Chair, Educational Computing and Technology Programs; Associate Professor of Education; B.A., University of So. Florida; M.S., Florida International University; Ed.S., Nova University; Ed.D., Florida International University
- LEWIS, Sarah J.; Associate Professor of Social Work; B.S.W., Florida Atlantic University; M.S.W., Barry University; Ph.D., Florida State University
- LEX-HEINRICH, Sherry; Student Financial Coordinator, Business and Finance Division; B.P.S., Barry University
- LIN, Peter; Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., Johns Hopkins University
- LINE, Kaci; Director of Academic Counseling and Bar Preparation, School of Law-Orlando
- LITTLE, Daniel J.; Assistant Professor of Nursing; B.S., M.B.A., Nova University; M.S.N., Florida Atlantic University; Ph.D., Barry University
- LIZAMA, Silvia; Chair, Fine Arts; Professor of Photography; B.F.A., Barry University; M.F.A., Rochester Institute of Technology
- LONDONO, Edward Andrew; Director of Campus Recreation; B.A., M.A., Florida International University
- LONDONO, Fernando; Facilities Manager and Technical Director, Fine Arts Department
- LONDONO, Hernan; Associate Dean, Instructional Computing Services, Division of Information Technology; B.S., M.S., Barry University
- LONGO, Joanne; Assistant Director, Portfolio Program Support, School of Adult and Continuing Education; B.S., University of Maryland; M.S., Barry University
- LONGORIA, Hossiella; Personal Counselor, Center for Counseling and Psychological Services; B.A., Florida International University; M.A., Psy.D., Argosy University
- LOPEZ, Regina; Database Administrator, Administrative Information Systems; B.S., Barry University
- LORING, Marjorie J.; Assistant Director, Center for Excellence in Learning and Teaching (CELT); B.S., M.S., Barry University
- LOSITO, James M.; Professor of Orthopedics and Biomechanics; B.S., California Polytechnic State University; D.P.M., California College of Podiatric Medicine
- LOTFY, Sara; Communications Assistant; B.S., University of Central Florida
- 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
- LU, Chia-Ying; Assistant Professor of Sport Management; B.S., Ming-Chuan University, Taipei, Taiwan; M.S. Louisiana Tech., Ph.D., Florida State University
- LUCKETT, Pamela; Assistant Professor of Information Technology; Assistant Academic Coordinator for Information Technology, Brevard, Orlando; B.S., University of Arkansas - Pine Bluff; M.S., Western Michigan University; Ed.S., Ph.D., Florida Institute of Technology
- LUDWIG, Kathryn; Associate Professor of Sport and Exercise Sciences; B.A., the Colorado College; M.S., Texas Christian University; Ph.D., Texas Woman's University
- LUEPTOW, Margaret B.; Adjunct Associate Professor and Librarian, The Blessed Edmund Rice School for Pastoral Ministry; A.B., Oberlin College; M.L.S., University of Oregon
- LUKOMSKI, Dolores; Regional Director, Central Florida; University and Municipal Partnerships; Academic Advisor, School of Adult and Continuing Education; B.S., M.S., Barry University
- LUTZ, Marilyn; Associate Professor of Education, Coordinator of Orlando, School of Education; B.B.A., M.B.A., Lindenwood College; Ed.D., Nova Southeastern University
- LYONS, Bridget; Associate Director of Athletics; Human Performance and Leisure Sciences; B.A., Saint Michael's College; M.Ed., Ph.D., Virginia Commonwealth University
- MACE, David; Grounds & Support Services Manager, Facilities Management
- MACIÁ, Silvia M.; Assistant Professor of Biology; B.S., University of Miami; Ph.D., University of Miami Rosenstiel School of Marine and Atmospheric Sciences
- MacDOWALL, Charlene; Instructor in Mathematics, Mathematics and Computer Science Department; B.A., M.S., Hunter College, City University of New York
- MacNAMARA, Alex; Director of Facilities, Facilities Management; B.S., Barry University
- MacNAMARA, Caridad; Director, Corporate and Community Relations, Institutional Advancement; B.S., Barry University
- MADISON, Sandra; Director, Purchasing; Business and Finance Division; B.S., Barry University

- MAGUIRE, R.S.M., L.C.S.W., Sr. Anastasia; Director, Center for Counseling and Psychological Services; B.Ed., Queens University, Belfast; M.S.W., Barry University
- MAHER, Richard S.; Technical Manager, David Brinkley Studio
- MAJKA, Gene; Assistant Professor of Nursing; B.S.N., M.S.N., DePaul University
- MAJOR-SANABRIA, Michelle M.; Assistant Professor of Psychology; B.A., S.S.P., Ph.D., Barry University
- MANDERSON, Nigel; Associate Director for Financial Aid/ACE, Division of Enrollment Management; B.B.A., Florida Atlantic University
- MARASCO, Joanna; Associate Professor of Education, School of Education; B.S., Monmouth University; M.Ed., The College of New Jersey; Ph.D., University of Arizona
- MARILL, Alicia C.; Associate Professor of Theology; Director, Doctor of Ministry Program; B.A., Florida Atlantic University; M.A., Barry University; D. Min., Catholic Theological Union
- MARINAS, Carol; Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University, Ph.D., Florida State University
- MARKMAN, Joanna; Acting Clinical Director, 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, School of Education; B.A., Florida State University; M.Ed., Ph.D., University of Miami
- MATHIS-FISHER, Jennifer, Registered Mental Health Counseling Intern/Personal Counselor, Center for Counseling and Psychological Services; B.S., Kennesaw State University; M.S., Valdosta State University.
- MAYBEE, Richard; Assistant Professor, Behavioral Sciences/Speech, School of Adult and Continuing Education; B.S., M.A., Central Michigan University; Ph.D., University of Nebraska
- McBEE, Charles M.; Assistant Dean, Academic Affairs, 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
- McCRINK, Carmen; Chair, Educational Leadership and Higher Education Administration Program; Associate Professor of Education; B.S., Florida International University; M.Ed., Ph.D., University of Miami
- McDONOUGH, Mary Eileen; Associate Vice President for Student Affairs; Professor of Education; NCAA Faculty Athletics Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University
- McFADDEN, John; Program Director and Assistant Professor of Anesthesiology; B.S.N., Gwynedd-Mercy College; M.S. in Health Care Administration, St. Joseph's University; M.S. in Nurse Anesthesia, St. Joseph's University; M.S.N., University of Tennessee
- McFARLANE, Garrett; Systems Operator, Division of Information Technology; B.S., Barry University
- McGLONE, Jacqueline M.; Executive Director, Dining Services and Bookstore, Student Affairs; B.S., Eastern Michigan University; M.Ed., University of Arizona
- McKINLAY, Robert; Assistant Dean, Project Development/Grants, Division of Medicine; B.S., Eastern Michigan University; M.P.S., College of Boca Raton
- McKOY, Angela; Academic Advisor, School of Adult and Continuing Education; B.A., M.S., St. Leo College
- McLAUGHLIN, Heidi; Associate Dean for Marketing 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, Professional in Residence; B.A., Macalester College
- McPHEE, Debra M.; Dean, School of Social Work; B.A., Saint Mary's University, Nova Scotia; M.S., Columbia University; Ph.D., University of Toronto
- MEDINA, Marleyn; Records Manager, Sciences Admissions; B.S., Barry University
- MEDINA-SHEPHERD, Rose; Assistant Professor of Nursing, B.S.N., Pace University; M.S.N., College of New Rochelle; Ph.D., Barry University

- MELLO, Jeffrey A.; Interim Dean; Professor of Management, School of Business; B.S., B.A., Boston University; M.B.A., Ph.D., Northeastern University
- MELOUN, Jalane M.; Academic Coordinator for Human Resources Administration, Miami, West Dade, Assistant Professor of Administration, School of Adult and Continuing Education; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Akron
- MELTON, Teri; Associate Professor of Education, School of Education; B.S., The State University of New York at Albany; M.S., The State University of New York at Buffalo College; Ed.D., Lehigh University
- MENDEZ, Jesus; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin
- MERCEA, Lena; Senior Financial Analyst, Business and Finance Division; B.A., University of Chicago
- MERRILL, Thomas J.; Professor of Surgery; B.S., Iowa State University, D.P.M., Dr. William Scholl College of Podiatric Medicine
- METELLUS, Luisa Jahaira; State and Federal Work Study Coordinator, Division of Enrollment Management; B.P.S., Barry University
- MIRA-BOHIGAS, Youdaris, Director, Pembroke Pines; B.P.S., M.S., Barry University
- MIER, Constance M.; Associate Professor of Sport and Exercise Sciences; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MILLENBACH, O.P., Patricia; Instructor, School of Social Work; B.A., Siena Heights University; M.A., Western Michigan University; M.S.W., Barry University
- MILLER, Patricia S.; Director of Marketing for Adrian Dominican School of Education, Division of Enrollment Management; B.S., Pace University; M.B.A., Indiana University
- MIRANDA, Elsie; Director, Ministerial Formation; Assistant Professor of Theology; B.S., University of Florida; M.S., Boston College; D.Min., Barry University
- MITCHELL, Douglas; Director, Occupational Therapy Program; B.S., Eastern Michigan University; M.S., Wayne State University; Ph.D., Barry University
- MOHAPATRA, Seema; Assistant Professor of Law; B.A., Johns Hopkins University; M.P.H., Yale University; J.D., Northwestern University
- MOLINARI, Andrea L.; Director, M.A. in Pastoral Theology (Rice School); B.A., Franciscan University; M.A., Providence College; Ph.D., Marquette University
- MONCAYO, Greta; Wellness Coordinator – QIP; B.A., Barry University; M.S., Florida International University
- 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
- MORALES, Guillermo; Instructor of Mathematics; Mathematics and Computer Science Department; B.S., University of Havana; Ph.D., Cuban Academy of Sciences, Havana, Cuba
- MOREDA, Irene C.; Associate Professor of Social Work; B.A., University of South Florida; M.A.S.S.W., University of Chicago
- MORGANSTEIN, Mara S.; Director, Grants Programs, Institutional Advancement; B.A., Pennsylvania State University; M.S., Villanova University
- MORIARTY, John; Career Counselor, Career Services; B.S. University of Florida; M.B.A., National University
- MORRELL, Stephen O.; Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORRIS, Alison, L.M.F.T.; Personal Counselor, Center for Counseling and Psychological Services; B.S., Oxford Brooks University; M.S., Nova Southeastern University
- MORRIS, Ivette; Assistant Professor of Nursing; B.S.N., Florida International University; M.S.N., Barry University
- MORRISSEY, William P.; Senior, Reference Librarian, Library; B.A., University of Kansas; M.S.L.S., Florida State University
- MOSES, Justin; Director – Server and Messaging Systems, Division of Information Technology; B.S., Barry University
- MOSES, Justin; Assistant Director – Server Operations, Division of Information Technology; B.S., Barry University
- MOTT, Shani; Director of Africana Studies; Assistant Professor of English; B.A., Wesleyan University; Ph.D. University of Michigan
- MUDD, Laura; Chair, Biology; Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida

- MUNNINGS, Gala Brown; Director of Field Education, School of Social Work; B.A., Fisk University; M.S.W., Barry University
- MUNOZ, Gloria; Records Manager, Division of Enrollment Management
- MURPHY, Ann S. Carneal.; Professor Emerita of Education; Director, Reading Program; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami
- MURPHY, Hugh; Assistant Professor of Theatre; B.A., M.A., Florida State University; Ph.D., The Ohio State University
- MUSCARELLA, Frank; Director of Clinical Psychology Program; Acting Director, School Psychology Program, and Professor of Psychology; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville
- MUST, Emily; Area Coordinator for Residential Life; B.S., Barry University
- NEELY-SMITH, Shane; Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., Barry University
- NELSON, John P.; Associate Dean of Clinics, School of Graduate Medical Sciences; Professor of Podiatric Medicine; B.A., Rutgers University; D.P.M., Ohio College of Podiatric Medicine
- NELSON, Katherine; Associate Professor of Communication; B.A., Loyola University; M.A., Ph.D., Arizona State University
- NELSON, Terry; IT Support Supervisor, Business and Finance Division
- NEMBHARD, Merlene; Reference Librarian; B.S., Barry University; M.S., Florida State University; M.L.S., Florida State University
- NEMBHARD, Priya; Coordinator, Development Research; B.A., Syracuse University
- NG-A-FOOK, Wesley; Director of Desktop Computing Services, Division of Information Technology, B.S., Barry University
- NICHOLS, David; Head Coach, Women's Volleyball; B.A., University of California Los Angeles
- NICKERSON, Inge; Professor of Management; B.S., M.B.A., D.B.A., Louisiana Tech University
- NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami
- NORRIS, Elizabeth; Manager, Human Resources, Orlando
- NOWAKOWSKI-SIMS, Eva; Director, Palm Beach Program, School of Social Work; B.S. University of Florida; M.P.H., University of South Florida; M.S.W., Barry University; Ph.D., Barry University
- NUEHRING, Elane M.; Professor of Social Work; Director, Doctoral Program, School of Social Work; B.A., Gonzaga University; M.S.S.W., University of Wisconsin; Ph.D., Florida State University
- NUNEZ, Jennifer; Financial Aid Counselor, Division of Enrollment Management
- O'BRIEN, Patricia; Coordinator for Student and Young Alumni Programs; B.A., St. Louis 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.; Head Coach, Men's Basketball; Instructor in Sport and Exercise Sciences; B.S., Florida Southern College; M.S., Nova University
- O'DONNELL, O.P., Sister Marie Joannes; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America
- O'GRADY, Reverend John F; Professor Emeritus of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University
- O'LAUGHLIN, O.P., Sister Jeanne; President Emerita and Chancellor; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- OLSON, Eric D.; Academic Coordinator, Legal Studies; Assistant Professor of Legal Studies, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; J.D., University of Florida
- O'NEIL, Daniel; Assistant Director, Central Florida IT Operations, Division of Information Technology; B.A., State University of New York at Buffalo
- O'NEILL, Philip M.; Senior Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia University
- ORMAN, Richard; Academic Coordinator, Public Administration, Professor of Public Administration, School of Adult and Continuing Education; B.S., State University of New York; M.R.P., Ph.D., Syracuse University
- ORR, Edward; Associate Professor of Biomedical Science; B.S., Cleveland State University; Ph.D., University of California, Berkeley

- ORTEGA, Daniela; Financial Aid Counselor, Division of Enrollment Management, B.A., Belmont Abbey
- O'SHEA, Nina M.; System Administrator, Administrative Information Systems; B.P.S., M.S., Barry University
- PACKERT, Gerhild; Program Director, Evening Programs of Biology; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PAGANA, Tiffany; Enrollment Director, Miami-Dade County, School of Adult and Continuing Education; M.B.A., George Washington University (MVC Campus)
- PAN, Victor; Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph.D., University of South Florida
- 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
- PARKHURST, Doreen C.; Assistant Dean, School of Graduate Medical Science, Program Director, Physician Assistant Program; Associate Professor of Medical Education; B.A., Stonehill College; P.A., Northeastern University; M.D., Boston University School of Medicine
- PATON, Ann E.; Vice President for Institutional Advancement; B.S., Fitchburg State College
- PATTON, Richard T. (Tim); Director, Professional Master of Public Health; B.S., M.A., University of Florida; M.P.H., University of North Carolina at Chapel Hill
- PAVAO, Marc; Head Coach, Baseball; B.S., Bridgewater State University, M.S., Barry University
- PAYNE, Bruce C.; Professor of Finance; B.A., M.B.A., University of South Florida; Ph.D., Louisiana State University
- PEMSINGH, Ramjeet; Associate Professor of Anatomy, School of Graduate Medical Sciences; B.Sc., University of Montreal, Canada; B.Ed., University of Toronto, Canada; M.Sc., University of Guelph, Canada; Ph.D., University of Alberta, Canada
- PENATE, Judith; Controller, Business and Finance Division; B.S., Barry University; M.S. University of Miami
- PENNER, Danielle; Head Coach, Softball; B.A. California University of Pennsylvania; M.S./M.B.A. Barry University
- PERA, Sylvia; Academic Advisor/Recruiter, Kendall, School of Adult and Continuing Education; B.S., M.S., Barry University
- PEREZ, Fernando M.; Assistant Professor, Sociology and Criminology; B.S., M.S., Florida State University; Ph.D., University of Miami
- PEREZ, Nancy; Director of Accounts Payable; B.L.S., Barry University
- PERKEL, Linda K.; Associate Dean for Undergraduate Education, School of Nursing; Associate Professor of Nursing; B.S.N., University of Florida; M.S.N., University of Miami; Ph.D., Barry University
- PERKINS, Sam; Chair, Early and Middle Childhood Education; Coordinator, TESOL; Associate Professor of Education; B.S., North Georgia College; M.E., Mercer University; Ph.D., Georgia State University
- PERRY, Vincent; Chief Financial Officer, School of Law-Orlando; B.A., University of South Florida
- PETERSON, Linda M.; Provost; Professor of Psychology; B.S., University of Illinois; M.S., Ph.D., University of Miami
- PETRINO-LIN, Teresa; Associate Professor of Biology; Ph.D., National University of Tucuman, Argentina
- PETTAWAY, Lincoln, Coordinator Graduate Admissions and Marketing, ADSOE, Division of Enrollment Management; B.A., University of Rochester; M.B.A., Cleveland State University
- PICHÉ, O.P., Sister Evelyn; Dean Emerita, School of Education; Professor of Education; B.A., Siena Heights College; M.A., Siena Heights College; Ph.D., Michigan State University
- PIERCE, Walter J.; Associate Professor of Social Work; B.A., Morehouse College; M.A., University of Chicago; Ph.D., Barry University
- PIETAK, Julianna M.; Communications Coordinator II, University Relations; B.A., Bucknell University; M.J., University of Wollongong, Australia
- PINEIRO, Carlos; Assistant Dean, Partnership Development and Administration, School of Adult and Continuing Education; B.S., Mercy College; M.S., Long Island University
- PINKERTON-JOHNSON, Cynthia; Instructor of Nursing; B.S.N., M.S.N., University of Miami
- PIPER, Terry, Dean, School of Education; B.A., M.A., University of New Hampshire; Ph.D., University of Alberta
- PISSARIS, Seema; Assistant Professor of Management; B.B.M., Ryerson University; M.B.A., Doctoral Candidate, Florida Atlantic University
- PITA, Antonio; Assistant Professor of Information Technology; Assistant Academic Coordinator of Information Technology, Miami-Dade and Collier Counties; B.A., Florida International University; M.S., University of Miami

- PITTMAN, John C.; Site Coordinator, Kendall; Associate Professor of Education; B.S., Bethune-Cookman College; M.A., Fisk University; Ed.S., University of Florida; Ed.D., University of Miami
- POCZWARDOWSKI, Artur; Professor of Sport and Exercise Sciences; M.S., University of Gdansk Poland; Ph.D., University of Utah
- PONSKY, Dana; Director, Center for Leadership and Transition Services; B.A., University of Maryland; M.A., Bowling Green State University
- PORTA, Alicia; Graphic Designer; B.A., Florida Atlantic University
- POSEY, Vivian; Assistant Professor of Education; B.A., Caldwell College; M.A., University of South Florida; Ed.D., Nova Southeastern University
- POULOUS, James; Assistant Director, Math Lab; B.S., M.S., Florida International University
- POWELL, Toni; Professor Emerita of Education; B.S. Carnegie-Mellon University; M.S., Ph.D., Florida State University
- POZA, Jose J.; Assistant Dean for Marketing, Andreas School of Business; B.B.A., Florida International University; M.B.A., Barry University
- PRESMANES, O. P., Reverend Jorge; Assistant Professor of Theology; B.A., Georgia State University; M.Div., M.A., Dominican School of Philosophy & Theology at the Graduate Theological Union; D.Min., Barry University
- PROVITERA, Michael J.; Assistant Academic Coordinator for Administration, Miami-Dade County, Assistant Professor of Administration, School of Adult and Continuing Education; B.S., City University of New York; M.B.A., Saint John's University; D.B.A., Nova Southeastern University
- PUMARIEGA, Rosie; Assistant Director for Undergraduate Programs, School of Human Performance and Leisure Sciences; B.L.S., Barry University
- QUERAL FOX, Carmen; Assistant Professor of Medical Education; Director of Clinical Education, Physician Assistant Program; B.S., Northern Kentucky University; M.P.H., B.S., P.A., Nova Southeastern University
- RAFALKO, Sharon; Instructor of Nursing; B.S.N., M.S.N., University of Maryland
- RAIZEN, Erin; Employment Manager, Human Resources; B.S., Barry University; M.S., Nova Southeastern University
- RAMIREZ, Maximo; Network Manager, Division of Information Technology; B.S., Barry University
- RAMIREZ, Miguel; Senior Web Programmer, Web Marketing; B.S., Barry University
- RAMOS, Keila; Union Office Coordinator, Student Services; B.S., University of Central Florida
- RAMLOW, Patricia; QIP Project Coordinator, Human Resources; B.S., Pontificia Universidad Catolic
- RAPHAEL, Amy, Director, Career Services; B.A., Wake Forest University, M.S., University of North Carolina at Greensboro, Ph.D., The University of Georgia
- RATZMANN, Rev. George; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Theology, St. Vincent De Paul Seminary; S.T.L., Ph.D., Katholieke Universiteit
- RAY, Reina; Coordinator, O'Laughlin Intercultural Center; B.S., Florida Atlantic University
- REATO, Deborah A.; Director of Operations, Office of the Registrar; B.S., M.S., Barry University
- REDWAY, Flona; Assistant Director of MARC and MIRT Program; Assistant Professor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England
- REDWAY, Glendon; Assistant 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
- REED, Ruth; Financial Aid Telecounselor, Division of Enrollment Management; B.A., Trinity International University
- RIAL, Yamirka C., Associate Director for Financial Aid, Division of Enrollment Management; B.S., Florida Atlantic University; M.S., Barry University
- RICE, O.P., Sister Ellen Marie; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin
- RIOS, Giselle Elgarresta; Assistant Professor of Music; B.M., M.M., D.M.A., University of Miami
- RIPLEY, Hugh W.; Dean Emeritus, University Library; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University
- RIVEIRA, Joyce, Executive Director, Advancement Services; B.S., M.B.A., Barry University
- RIZZO, Patrice; Head Coach, Women's Golf
- ROBERTS, Catherine; Assistant Professor in Education; B.A., College of New Rochelle; M.S., Barry University; Ph.D., Barry University
- ROBERTS, Sandra L.; Director, Business Development and Corporate Recruiting, School of Adult and Continuing Education; B.L.S., M.A., Barry University

- ROBINSON, Norma Davis; Graduate Financial Aid Counselor, Division of Enrollment Management; B.A., Florida State University
- ROCKWELL, Thomas; Associate Professor of Graphic Art; B.F.A., Cleveland Institute of Art; M.F.A., Florida Atlantic University
- RODRIGUEZ, Angel (Fred); Assistant to the Controller; B.B.A., University of Miami
- RODRIGUEZ, Mabel; Assistant Director of Field Education, 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
- ROGERS, Marjorie, K.; Clinical Liaison and Instructor; School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., University of New England
- ROKHFELD, Mark; Director, Math Lab; Instructor in Mathematics; B.S., M.S., Ternopol State Pedagogical Institute, Ukraine; A.B.D., Iv. Franko State University, L'vov
- ROMANO, David; Assistant Professor, School of Adult and Continuing Education; B.A., West Chester University of Pennsylvania; M.S., Central Washington University; Ph.D., University of Kansas
- ROSA, Sandra; Director of Human Resources, School of Law-Orlando; A.A., Hostos College
- ROSEMAN, Fay; Assistant Professor of Education, Certification; B.S., Pace University; M.S.W., New York University; Ph.D., Barry University
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; B.S., Ed.D., University of Massachusetts; M.A., University of North Carolina
- ROSENBLATT, Andrea F.; Associate Professor of Education; B.Ed., M.Ed., Ed.D., University of Miami
- ROSENWALD, Mitchell; Associate Professor, School of Social Work, B.A., Salisbury State University; M.A. Syracuse University; M.S.W., Ph.D., University of Maryland at Baltimore
- ROUDER, Leslie, L.C.S.W.; Director, Office of Disability Services, Student Affairs; B.A., Stony Brook University; M.S.W., Barry University
- ROZNOVSKY, Thomas; Crime Prevention Coordinator; B.S., Southern Illinois University
- RUDES, James; Assistant Professor of Education; B.A., Hunter College; M.S.W., New York University; Ph.D., Nova University
- RULLO, Diane, Instructor of Social Work; B.A., M.A., Montclair State College; M.S.W., Ph.D., Fordham University
- RUSHING, John; Regional Director, North Florida, Assistant Professor of Administration; School of Adult and Continuing Education; B.A., University of Miami; M.B.A., D.B.A., Nova Southeastern University
- RUSSELL, Charelle; Desktop Computing Support Specialist, Division of Information Technology; B.S., Florida Memorial University
- RUSSELL, Robert; Coordinator of Clinical and Field Experience; Assistant Professor of Education; B.S., Hunter College; M.S., Barry University; Ed.D., Nova Southeastern University
- RYDER, Maritza; Assistant Dean, School of Human Performance and Leisure Sciences; B.L.S., M.S., Barry University
- RYTTEKE, Sara; Associate Professor of Photography; B.F.A., Arizona State University; M.F.A., University of Houston
- SACCO-BENE, Christine; Assistant Professor of Counseling; B.S., Virginia Polytechnic Institute and State University; M.S.Ed., Old Dominion University; Ph.D., The College of William and Mary
- SALAGA, Steve; Academic Advisor, School of Human Performance and Leisure Science; B.S., East Carolina University; M.Ed., University of Georgia
- SALVADOR, Carolina; Junior Financial Analyst
- SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University
- SAMPOL, Esther; Coordinator, Developmental English; Instructor in English; B.S., Nova Southeastern University; M.A., Barry University
- SAMRA, Rise J.; Professor of Communication; B.A., Western Michigan University ; M.A., University of Michigan; Ph.D., University of Arizona
- SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University
- SANBORN, Allen F.; Professor of Biology; B.S., M.S., Ph.D., University of Illinois
- SANDALS, Phyllis; Director, Center for Advanced Learning (CAL); B.E., University of Alberta, Edmonton, Canada; M.E., Ed.D., University of Calgary, Alberta, Canada
- SANDERS, Edwina; Director, Retention Coordination, School of Adult and Continuing Education; B.P.S., M.A., Barry University
- SANDERSON, E. David; Head Coach, Women's Crew; B.A., Yale University

- SARGENT, Georgette M.; Operations Coordinator, Sport and Exercise Sciences, School of Human Performance and Leisure Sciences; B.S., Barry University
- SAUSE, John P.; Professor of Theology; B.A., Iona College; M.A., Manhattan College; M.S., Biscayne College; Ph.D., Florida State University; M.J., Loyola University School of Law
- SAVERIMUTTU, Mahen; Assistant Professor of Communication; B.A., University of Peradeniya, Sri Lanka; M.S., Purdue University; Doctoral Candidate, Michigan State University
- SCARBOROUGH, Jack; Dean, School of Business; Professor of Management; B.S., U.S. Coast Guard Academy; M.B.A., University of Hawaii; Ph.D., University of Maryland
- SCHAAB, S.S.J., Sr. Gloria; Assistant Professor of Theology; B.A., Chestnut Hill College; M.A., LaSalle University; Ph.D., Fordham University
- SCHANFIELD, Lillian; Professor of English; B.Ed., University of Miami; M.A., University of Montreal; M.B.A., Barry University; M.ST., University of Oxford; Ph.D., University of Miami
- SCHIAVO, Frank Louis; Interim Assistant Dean for Academic Affairs; Associate Professor of Law, School of Law-Orlando; B.S., University of Pennsylvania; LL.M., New York University School of Law; J.D., Villanova University School of Law
- SCHINASI, Lee D.; Associate Clinical Professor, School of Law-Orlando; B.B.A., University of Toledo; J.D., University of Toledo Law School
- SCHLICH, Alex F.; Learning Service Coordinator, Department of Theology and Philosophy; B.A., University of Notre Dame; M.A., Barry University
- SCHOFFSTALL, Brenda; Assistant Professor of Biology; B.S., Meredith College; Ph.D., Florida State University
- SCHRAER, Steve; Instructional Technology Support Specialist, Division of Information Technology; B.A., University of Miami; M.A., Florida International University; M.S., Barry University
- SCHWARTZBERG, Cori; Instructor in English; B.A., M.A., University of Miami
- SCOTT, Angela M.; Assistant Vice Provost for Enrollment Management; B.S., M.S., Barry University
- SCOTT, O.P., Sister Arlene; Assistant to the President for Mission and Ministry and Director of Campus Ministry; B.A., University of Florida; M.A., Loyola University of Chicago
- SCOTT, James C.; Licensed Clinical Psychologist; Assistant Director/Counselor, Center for Counseling and Psychological Services; B.A., Seton Hall University; M.S., Psy.D. Nova Southeastern University
- SCOTT, Jeanne; Retail Manager, Dining Services
- SCOTT, Phyllis F.; Interim Associate Dean, School of Social Work; B.A., Florida Atlantic University; M.S.W., Barry University; Ph.D., Barry University
- SCULLY, Robert E.; Academic Coordinator of Administration, 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
- SECADA, Grace; Applications Developer, Division of Information Technology; B.S., Barry University
- SEGAMI, Carlos; Professor of Mathematics and Computer Science; B.S., Universidad Nacional de Ingenieria, Lima, Peru; M.A., University of Kansas; Ph.D., University of North Carolina
- 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; Associate Vice President for Institutional Advancement; B.S., M.S., Iona College, New York; M.A., University of Notre Dame
- SHANAHAN, Patrick; Transcript Evaluator, Division of Enrollment Management; B.A. Elmira College
- SHAPIRO, B. Sue; Associate Professor of Sport and Exercise Sciences; B.S., West Virginia University; M.S., Ed.D., University of Virginia
- SHARP, Joseph; Executive Director, Recruitment and Marketing Analysis, 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
- SHENG, Shirley; Assistant Professor of Marketing; B.A., Shanghai Institute of Business Administration; MSc Finance, University of Leicester; Doctoral Candidate, Florida Atlantic University
- SHIELD, O.P., Sister Judith; Associate Professor Emerita of Economics; Ph.B., Siena Heights College; M.A., The Catholic University of America
- SHINE, Agnes; Associate Professor of Psychology; B.A., M.A., State University of New York at Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University

- SHOCKET, Lysa Academic Fieldwork Coordinator, Occupational Therapy; B.S., M.S., Boston University
- SICCONE, Robert F.; Assistant to the President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., M.S. in Education; Iona College
- SIEGEL, Michael; Associate Academic Dean, Associate Professor of Microbiology, School of Graduate Medical Sciences; B.S., Cornell University; Ph.D., University of Florida
- SIENA, O.P., Sister Marie; Professor Emerita of Education; B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University
- SIERRALTA, Pierre; Retail Manager, Dining Services
- SILY, Michel; Assistant Vice President for Internet Communications and Marketing; B.S., M.S., Barry University
- 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; Associate Professor of Law; B.A., DePaul University, M.F.A., Florida State University, J.D., LL.M., Tulane University School of Law
- SINGH, Jai N.; Associate Professor of Mathematics; Assistant Chair, Math and Computer Science; B.S., M.S., Patna University, India; Ph.D., Bihar University, India
- SINGLETON, Sharron M.; Associate Professor, School of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howard University
- SIRIMANGKALA, Pawena; Director, Honors Program; Associate Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SLONE, Don R.; Clinical Liaison and Instructor, School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., Barry University
- SMITH, Allen; Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, E. Timothy; Professor of History; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITH, Brian Keith; Assistant Sports Information Director; B.S., Mississippi College
- SMITH, Lyn; Site Coordinator of Elementary Education, Orlando; Assistant Professor of Education; B.S., University of Southern Connecticut; M.S., Ed.D., Nova Southeastern University
- SMITH, Mark; Assistant Professor, School of Social Work; B.A., University of South Carolina-Spartanburg; M.S.W., San Francisco State University; Ph.D., Barry University
- SODANO, Carol-Rae; Associate Vice President for Off-Campus Site Coordination and Dean, School of Adult and Continuing Education; B.A., Marymount College; M.A., Fordham University; M.A., LaSalle University; Ed.D., Widener University
- SONSHINE, Roseanne; Nurse Recruiter and Clinical Coordinator, School of Nursing; B.S.N., Barry University
- SOROLLA-DELGADO, Br. Fernando; Assistant Campus Minister; B.A., Our Lady of the Lake University
- SOTO, Miriam; Assistant Director for Institutional Research; B.S., Barry University
- SOTO, Monica; Director of Conference and Event Services; B.L.S., M.S., Barry University
- SOUTHERLAND, Charles C., Jr.; Professor of Podiatric Medicine; B.S., Brigham Young University; D.P.M., California College of Podiatric Medicine
- SPALDING, Claudette; Associate Dean for the Graduate Education, School of Nursing; Associate Professor of Nursing; B.S.N., University of Miami; M.S.N., Ph.D., Barry University
- STARRATT, Christopher; Vice Provost for Planning, Assessment and Institutional Research; Associate Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- STECHSCHULTE, O.P., Sister Agnes Louise; Professor Emerita of Biology; B.S., Siena Heights College; M.S., University of Detroit; Ph.D., The Catholic University of America
- STEFFEY, Christine; Assistant Professor of Nursing; B.S.N., University of Maryland; M.S.N., Florida International University
- STEIN, Paige; Senior Communications Coordinator, University Relations; B.A., Boston College; M.A., Boston University
- STEVANOVSKI, Aleksander; IT Acquisition Specialist, Division of Information Technology; B.S., Florida International University
- STEWART, Kerrie-Qaam; Director of Applications Development and Database Administration, Division of Information Technology; B.S., Barry University

- STEWART, Neil; Maintenance Manager, Facilities Management
- STOBS, James; Head Coach Men's Golf; B.A., Florida Atlantic University
- STRUGANOVA, Irina; Associate Professor of Chemistry and Physics; B.S., Ph.D., Moscow State University
- SUAREZ, Joanne M.; Executive Director, Operations, School of Adult and Continuing Education; B.L.S., M.S., Barry University
- SUAREZ, S.J., Reverend Pedro; Professor of Mathematics; B.A., Fordham University; M.S., University of Miami; M.Div., Loyola University of Chicago; M.S., Ph.D., Northwestern University
- SUAREZ-TRUJILLO, Priscilla M.; Regional Director, Broward County, School of Adult and Continuing Education; B.A., M.S. Barry University
- SUBRAN, Karen; Project Manager; University Marketing
- SULLIVAN, William M.; Head Coach, Women's Basketball; B.A., Georgetown College; M.S., Nova Southeastern University
- SUMMERS, Mark; Professor of Law, School of Law-Orlando; B.A., Washington and Jefferson College; J.D., West Virginia University; L.L.M., University of Cambridge, England
- SUNSHINE, Edward R.; Associate Professor of Theology; B.A., M.A., Loyola University of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUPERFISKY, Sister Phyllis, O.S.F.; Associate Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College
- SUSSMAN, Stephen, E.; Assistant Professor of Administration, School of Adult and Continuing Education; B.S., Philadelphia; B.I.S., M.P.A., Ph.D., Georgia State University
- SWAN, Margot; Assistant Director, Accounting; B.A., B.S., Barry University
- SWANER, Ann; Academic Coordinator of Theology; Associate Professor of Theology, School of Adult and Continuing Education; B.A., University of Toronto; Ph.D., Univ. of Iowa
- SWOPE, Elizabeth; Coordinator for Enrollment Research, Division of Enrollment Management; B.A., Brandeis University; M.A., Northeastern University
- SZUCHMAN, Lenore T.; Professor of Psychology and Chair, Psychology Department; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida International University
- TALCOTT, Stanley M.; Professor of Law; B.S., University of Nebraska; J.D., University of Nebraska School of Law
- TAYLOR, Michael; H.R. Data Base Administrator, A.I.S.; B.A., B.S., Barry University
- TEJEDA, Manuel J.; Professor of Management, A.B., M.S.Ed., Ph.D., University of Miami
- THOMPSON, Sonja Archer; Programmer/Analyst, Administrative Information Systems; B.S., Barry University; M.S., Florida International University
- TOMAINO, Maria; Career Counselor; B.S., SUNY-Buffalo; M.S., Syracuse University; National Certified Counselor, NBCC accredited
- TOUMA, James; Coordinator for Donor Relations; B.A. Barry University
- TSE, Kee; Director of Operations, School of Social Work; B.A., Florida Atlantic University; M.B.A., Barry University
- TSESARSKAIA, Mara; Instructor of Chemistry; B.S., M.S., Leningrad University of Chemistry and Technology; M.S., University of Miami
- TULLOSS, Ijya C.; Coordinator, Montessori Programs; Associate Professor of Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University
- TUREEN, Richard M.; Associate Professor of Counseling; B.B.A., University of Miami; MEd., St. Louis University; Ph.D., Nova University
- TURNER, Valerie; Senior Web Writer, Web Marketing; B.A., Douglass College, Rutgers University; M.Phil., Drew University
- TYLER, Michael; Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida International University
- ULLOA, Freddy E.; Associate Vice President for Business Services and Facilities Management; B.S., Barry University; M.B.A., Barry University
- UMADHAY, Lonar Anthony M.; Adjunct Assistant Professor of Anesthesiology; B.S.N., University of Santo Tomas; M.S.N., Florida International University
- VACCARO, Andrew; Associate Director for Web Marketing, B.A., M.B.A., Barry University
- VALCOURT, Dorothy; Executive Assistant, Finance and Budget
- VALENTINE, Sheri; Advisor/Recruiter, School of Adult and Continuing Education, B.A., City University of New York, J.D., Pace University
- VAN VOORHIS, Peggy; Instructor in Education; B.S., M.S., University of Wisconsin
- VANEGAS, Mercedes; Director, Financial Grants Management, Business and Finance Division; B.A., University of Miami

- VASQUEZ, Damaris; Director, Intercultural Center, Student Affairs; B.A., Rhode Island College; M.S., University of Rhode Island
- VEGA, Leticia; Assistant Professor of Biology; B.S., Florida International University; Ph.D., Massachusetts Institute of Technology
- VELEZ, Andres; Manager for Inquiry Development Strategies, Division of Enrollment Management
- VELIS, Evelio; Assistant Professor of Health Services Administration; M.D., University of Havana, Cuba; M.S., Barry University
- VENET, Kenneth S.; Interim Library Director; B.A., Northeastern University; M.L.S., Southern Connecticut State University
- VILLEMURE, O.P., Sister Paul James; Professor of Mathematics; B.S., Siena Heights College; Ph.D., University of Notre Dame
- VITRO, Paul; Assistant Director, Union Office, Student Affairs; B.S., M.B.A., Barry University
- VIZCAINO, Reverend Mario B.; Director, M.A. in Pastoral Ministry for Hispanics (SEPI); B.A., S.T.L., Gregorian University; M.A., The Catholic University of America
- VOGEL, Denis E.; Chair, Department of Communication; Professor of Communication; B.A., Wayne State University; M.A., Central Michigan University; Ph.D., Florida State University
- VOUTSINAS, Mickie; Director, Landon Student Union, Student Affairs; B.S., Barry University
- WALKER, John; General Counsel and Vice President for Human Resources, Division of Legal Affairs and Human Resources; B.S. University of Maryland; J.D., University of Florida
- WALL, Shaunelle, Conference and Workshop Planning, Career Services; B.S., Barry University
- WALLNER, Tony S.; Associate Dean for Undergraduate Studies, College of Arts and Sciences; Professor of Chemistry; Chair, Physical Sciences; B.S., University of Wisconsin; M.S., University of Michigan; Ph.D., Case Western Reserve University
- WALSH, Sandra; Professor of Nursing; B.S.N., Duke University; M.A.Ed., Wake Forest University; M.S.N., East Carolina University; Ph.D., University of South Carolina
- WARNER, Joyce; Chair, Reading and Literacy Studies; Assistant Professor of Education; B.A., Syracuse University; M.S., Monmouth University; Ed.D., University of Pennsylvania
- WASHINGTON, Ernest; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.P.S., M.S., Barry University
- WATED, Guillermo; Assistant Professor of Psychology; B.A., University of Miami; M.S., Ph.D., Florida International University
- WATTS, John; Assistant Professor of Law; B.A., University of Miami; J. D., Harvard Law School
- WATZEK, Kimberly A.; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.A., University of Central Florida
- WEBER, Scott; Associate Professor of Photography; B.F.A., M.F.A., San Francisco Art Institute
- WEDIG, O.P., Rev. Mark E.; Associate Dean for Graduate Studies, College of Arts and Sciences; 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 County, School of Adult and Continuing Education in Boynton Beach; B.L.S., Barry University; M.Ed., Florida Atlantic University
- WEINER, Marc A.; Assistant Dean, Medical Admissions and Marketing, Division of Medicine; B.S., J.D., University of Miami
- WEINREB, Steven; Assistant Professor of Medical Education; B.S., Dickinson College; M.D., Vanderbilt University School of Medicine
- WEITMAN, Catheryn J.; Associate Dean, Professor of Education; B.S., University of Missouri; M.Ed., University of Guam; Ph.D., Texas A&M University
- WESSLING, Pamela; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami
- WETZEL, Michele; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.B.A., University of Miami
- WEYMAN, Debra D.; Dean of Academic Records and University Registrar; B.S., M.S., Barry University
- WHALEN, Dara; Assistant Professor of Nursing; B.S. (Nursing), Dominican College of Blauvelt; M.S.P.H., University of North Carolina, Chapel Hill
- WHALL, Sr. Mildred, S.H.C.J.; Associate for Administration, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Religious Education, Seattle University; M.A. in Educational Psychology, New York University
- WHELLEY, Joanne; Associate Professor, School of Social Work; B.A., M.S.W., Catholic University of America; Ph.D., Fordham University
- WHITEMAN, Alan S.; Associate Dean 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 for Records and Transcript Evaluation, Division of Enrollment Management; B.S., Chestnut Hill College; M.Ed., State University of New York at Buffalo
- WHITTAKER, Madeline K.; Graphic Designer, University Marketing; B.A., St. Thomas University
- WHORF, Robert; Associate Professor of Law; B.A., Brown University; J.D., Syracuse University College of Law
- WICKER, John; Director of Music/Campus Ministry; B.A., University of Miami
- WILCOX, Joel; Associate Professor of Philosophy; B.A., University of California; M.A., John Hopkins University; Ph.D., University of Minnesota
- WILKINSON, Richard C., Associate Director for Undergraduate Admissions, Division of Enrollment Management; B.A., University of South Florida; M.A., George Washington University
- WOLMAN, Clara; Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota
- WONG, Roman M.; Associate Professor of Management Information Systems; Honours Diploma, Lingnan College of Hong Kong; M.B.A., University of North Carolina at Charlotte; Ph.D., Southern Illinois University
- WORKMAN, Gayle; Associate Professor of Sport & Exercise Sciences; B.S., Bowling Green State University; M.S., Slippery Rock University; Ph.D., The Ohio State University
- WORLEY, Mary Rode; Studio Manager/Production Coordinator, David Brinkley Studio; A.A., A.S., Miami-Dade Community College; B.A., Barry University
- YACOOB, Corvette, A.R.N.P., Nurse Practitioner, Student Health Services; B.S.N., M.S.N., Barry University
- YANES, Yeshica M.; Coordinator for Enrollment Management Communications, Division of Enrollment Management
- YOUNG, Stanley; Director of Security; B.P.A., M.S., Barry University
- ZAJICKOVA, Zuzana; Assistant Professor of Chemistry; B.S., M.S., Slovak Technical University; Ph.D. Florida Atlantic University
- ZAVODSKA, Anita; Assistant Dean, Academic Affairs; Academic Coordinator, Natural Sciences and Mathematics; Assistant Professor of Environmental Sciences, School of Adult and Continuing Education; B.S., Florida International University; M.A., University of Illinois; Ph.D., University of Arizona
- ZUCCO, Linda; Recruiter, School of Adult and Continuing Education; B.L.S., Barry University
- ZUNIGA-GALINDO, Wilson; Associate Professor of Computer Science and Mathematics; B.S., National University of Colombia; B.S., Francisco Jose De Caldas University (Colombia); M.S., University of Los Andes (Colombia); D.S., Institute of Pure and Applied Mathematics (Brazil)

INDEX

Academic Awards	42	Campus Recreation and Wellness Department	212
Academic Calendar	3	Campus Bookstore	29
Academic Dishonesty	58	Cardiovascular Perfusion, B.S.	252
Academic Information	42	Career Services	18
Academic Resources	60	CAL Program	62
Accounting, B.S.	188	Ceramics, B.A.	126
Accreditation	6	Change of Major or School	44
Address, University Telephone	2	Change of Status	15
Administration, B.S.	75	Chemistry, B.S.	161
Administration and Faculty	289	Civic Chorale	31
Administrative Organization	280	Class Adjustments	44
Admissions	11	Class Load	44
Adult and Continuing Education (ACE)	71	CLEP	14
Advanced Placement	14	Clubs and Organizations	25
Advertising (B.A.)	104	Coaching Staff	211
Advertising Minor	105	Communication Studies, B.A.	106
Advisors	42	Communication Studies Minor	106
Africana Studies	120	Communication, Department of	104
Allied Health Professions	246	Community College Articulation Agreements	14
Alumni Association	31	Computer Science, B.S.	150
Appeal of Grades	56	Computer Science Minor	156
Art, B.F.A., B.A.	124	Contents, Table of	4
Art Minor	127	Continuing Education Programs	79
Art History Minor	127	Counseling and Psychological Services	19
Articulation Agreements	14	Credit/No Credit	42
Arts and Sciences, College of	90	Criminology, B.S.	175
Athletic Grants	40	Criminology, Minor	175
Athletic Training, B.S.	216	Cytotechnology, B.S.	246
Athletic Training, Five Year B.S. to M.S.	220	Dance Minor	140
Athletics, Intercollegiate	210	Dean of Students	18
Attendance	42	Dean's List	42
Audit	42	Declaration of Major	44
Bachelor of Liberal Studies (B.L.S.)	73	Degrees and Majors, Graduate	46
Bachelor of Professional Studies (B.P.S.)	74	Degrees and Majors, Undergraduate	45
Bachelor of Public Administration (B.P.A.)	75	Departmental Proficiency Examination	47
Bachelor of Science in Legal Studies (B.S.L.S.)	77	Desktop Computing Services	67
Barry University Civic Chorale	31	Developmental Courses	47
Biology, B.S.	97	Diagnostic Medical Ultrasound Technology, B.S.	247
Biology, B.S. (Non-Medical Specialization)	99	Dining Services	30
Biology, Biotechnology Specialization	98	Disability Services	19
Biology, Evening Program	247	Discounts	33
Biology, Histotechnology Specialization	248	Dismissal	34
Biology for the Medical Laboratory Science	250	Distribution Requirements	47
Biology, Marine	99	Diving Education Minor	232
Biology Minors	100	Drawing Specialization, B.A., B.F.A.	125
Biomedical Science Post-Baccalaureate	256	Early Admission	12
Board of Trustees	279	Economics Minor	190
Brinkley, David (Studio)	68	Education, School of	201
Broadcast Communication, B.A.	105	Elementary Education, B.S.	201
Broadcast Communication Minor	105	English and Foreign Languages, Department of ...	112
Buildings and Facilities	9	English/Literature, B.A.	112
Business, Andreas School of	185	English/Professional Writing, B.A.	113
Business Minor	190	Environmental Studies, Minor	176
Campus Interchange Program	42		

Exceptional Student Education, B.S.	202	Intercollegiate Athletics, Department of	210
Exercise Science, B.S.	221	Intercultural Center, O'Laughlin	22
Exercise Science, Five Year B.S. to M.S.	223	International Business, B.S.	188
Exercise Science Minor	223	International Applicants, Admissions	15
Expenses	32	International Studies, B.A.	147
Faculty and Staff	289	Internship	50
Family Educational Rights and Privacy Act	9	Italian	122
Fees	32	Journalism Minor	122
Film Studies	121	Leadership Development	23
Finance, B.S.	188	Learning Center	60
Financial Aid	36	Legal Studies Program	77
Financial Aid, Eligibility and Application	36	Leisure and Recreation Management, B.S.	225
Financial Aid Grants, Loans, Scholarships	37	Liberal Studies, B.L.S.	73
Financial Aid, Federal	37	Library Services	69
Financial Aid, State	38	Loans, Student	37
Financial Aid, Veterans Assistance	40	Majors, Change of	44
Fine Arts, Department of	124	Management, B.S.	188
French, Minor	119	Marine Biology	99
Freshman Composition	49	Marketing, B.S.	188
Freshman Applicants	12	Marketing Minor	190
General Knowledge Test (GKT)	60	Mathematics and Computer Science, Department of	150
General Studies, B.A.	95	Mathematical Sciences, B.S.	150
Geography	149	Mathematics Minor	155
Good Standing, Probation, Suspension	50	Medical Laboratory Science, Biology, B.S.	250
Gordon Rule	50	Medical Leave Policy	55
Grade Appeal	56	Medical Technology, B.S.	246
Grade Reports	49	Mission and Ministry, Office of	26
Grading System	49	Mission Statement	7
Graduate Credit for Qualified Seniors	50	Music, B.A., B.M.	134
Graduation Rate Data	9	Music Minor	136
Graduate Degrees and Majors	46	Health Sciences, College of	245
Graduating with Honors	42	Non-Degree Students	14
Grants	37	Nuclear Medicine Technology, B.S.	247
Greek Life	27	Nursing, Division of	257
Grievance and Appeals	56	Nursing, Accelerated Option, B.S.N.	264
Good Standing	50	Nursing, Basic Option, B.S.N.	262
Guest Students	14	Nursing, L.P.N. to B.S.N. Option	263
Health Center, Student	24	Nursing, R.N. to B.S.N. Option	264
Health Insurance	35	Nursing, R.N./B.S./B.A. to M.S.N. Bridge Option	265
Health Services Administration Program (ACE)	76	Nursing, Two-Year Option, B.S.N.	263
Histotechnology Specialization	248	Nursing, Three-Year Option	263
History, B.A.	143	Occupational Therapy	255
History and Political Science, Department of	143	Off-Campus Locations, Adult and Continuing Education	77
History of the University	8	O'Laughlin Intercultural Center	22
Home Schooled Students	12	Orientation, New Students	23
Honor Societies	26	Orientation Course Description	23
Honors Program	64	Painting and Drawing	125
Housing Costs	32	Peace Studies	148
Human Performance and Leisure Sciences, School of	208	Philosophy, B.A.	181
Humanities	121	Philosophy, Minor	182
Incomplete	50	Photography, B.F.A., B.A.	130
Independent Study	50	Photography Minor	131
Information Technology, B.S.	76	Photography Certificate	131
Information Technology, Division of	67	Physical Education, B.S.	226
Information Technology Infrastructure Services	70	Physical Sciences, Department of	161
Instructional Activities, Sport and Recreation	244		
Instructional Computing	68		

Physics Minor	165	Social Science Minor	148
Policies and Procedures	56	Social Work, School of	269
Political Science, B.S.	140	Social Work, B.S.W.	270
Pre-Dental, Biology	97	Sociology and Criminology, Department of	172
Pre-Dental, Chemistry	162	Sociology, B.S.	172
Pre-Engineering	160	Sociology Minor	173
Pre-Law, B.A.	148	Spanish, B.A.	116
Pre-Medical, Biology	97	Spanish Minor	117
Pre-Medical, Chemistry	162	Special Topics	55
Pre-Medical, Athletic Training	216	Speech	110
Pre-Medical, Exercise Science	223	Sport and Recreation, Instructional Activities in	244
Pre-Optometry, Biology	97	Sport and Exercise Sciences, Department of	213
Pre-Pharmacy, Biology	97	Sport Management, B.S.	228
Pre-Pharmacy, Chemistry	162	Sport Management-Diving Industry Specialization	230
Pre-Physical Therapy, Biology	97	Sport Management-Golf Industry Specialization	232
Pre-Physical Therapy, Athletic Training	216	Sport Management, Five Year, B.S. to M.S.	233
Pre-Physical Therapy, Exercise Science	223	Student Life	18
Pre-Physician Assistant, Biology	97	Student Organizations	26
Pre-Podiatry, Biology	97	Student Right to Know Act	8
Pre-Veterinary, Biology	97	Student Affairs	18
Pre-Veterinary, Chemistry	162	Student Teaching Requirements	200
President's List	42	Study Abroad	66
Probation	50	Substance Abuse	58
Professional Studies, B.P.S.	74	Summer Sessions	55
Professional Writing/English, B.A.	113	Suspension	50
Psychology, B.S., Department of	167	Teaching Endorsement (P.E.)	227
Psychology, B.S. Industrial/Organizational Specialization	168	Theatre, B.F.A., B.A.	138
Psychology Minor	168	Theatre Minor	140
Public Administration, B.P.A.	75	Theatre Performances	31
Publications	31	Theology and Philosophy, Department of	177
Public Relations, B.A.	107	Theology, B.A.	177
Public Relations Minor	107	Theology Minor	177
Readmission and Change of Status	15	TOEFL	16
Recitals and Exhibits	31	Transcript Requests	55
Recreation and Wellness, Campus Department of	212	Transfer Credit Policies	13
Refund Policy	35	Transition in Language and Culture Program	61
Registration Payment Arrangements	33	Translation, Interpretation, Spanish Certificate	112
Repeat Courses	51	Trustees, Board of	279
Request to Register at Another Institution	51	Tuition and Fees	32
Residential Life	24	Tuition Discounts	33
Right To Know, Students	8	Tuition Payment Plan	33
Room and Board	32	Tutorial	55
ROTC	52	Veterans	42
Scholarships	39	Volunteer and Community Service Center	29
Second Bachelor's Degrees	54	Withdrawal Policy	34
Servicemember's Opportunity College	80	Women's Studies	170
Sexual Harassment	56		