

Barry College Catalog 1980-82

College Catalog 1980-82

Barry



Academic Calendar

1980 – 1981

1980

September 2
Nov. 27 – 30
Dec. 15 – 18
Dec. 20

First Day of Classes
Thanksgiving Holiday
Final Exams
Commencement

1981 – 1982

1981

August 31
Nov. 26 – 29
Dec. 14 – 17
Dec. 19

1981

Jan. 12
Mar. 7 – 15
Apr. 16 – 19
May 4 – 7
May 10
May 11 – June 19
June 22 – July 31

First Day of Classes
Spring Break
Easter Break
Final Exams
Commencement
First Summer Session
Second Summer Session

1982

Jan. 11
Mar. 6 – 14
Apr. 8 – 11
May 3 – 6
May 9
May 10 – June 18
June 21 – July 30

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College Catalog 1980-82

ACCREDITATION

Barry College is accredited by the Southern Association of Colleges and Schools. The School of Nursing is accredited by the National League for Nursing and is approved by the Florida State Board of Nursing. The School of Education is approved by the Department of Education of the State of Florida as a standard teacher training program, and because of Florida's reciprocal certification agreement, is in a position to graduate students eligible for teacher certification in most states. The School of Social Work's BSW and MSW programs are accredited by the Council on Social Work Education.

NOTICES

Barry College does not discriminate on the basis of race, color, 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 college is authorized to enroll non-immigrant alien students.

While this Catalog is a description of the 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 College. The College reserves the right to change any provisions, requirements, or fees at any time during the student's period of study. The College further reserves the right to dismiss a student from the College for cause at any time. It also reserves the right to impose probation or suspension 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 operation of the College is temporarily suspended as a result of any act of God, strike, riot, disruption, or any other reason beyond its control.

The information in this Catalog supersedes all previous regulations, including tuition and fees previously published.

Inquiries, applications, and credentials should be addressed to:

Admissions Offices
Barry College
Miami, Florida 33161
(305) 758-3392

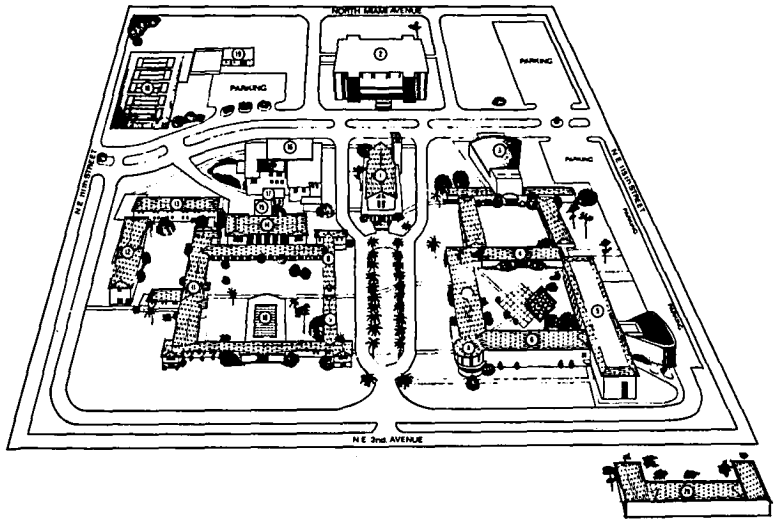
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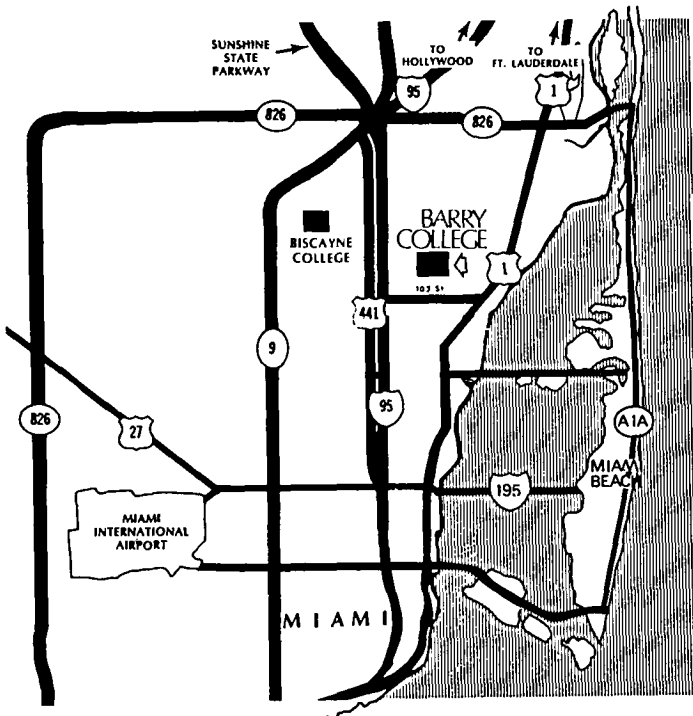


Campus Map

- A. ADMISSIONS
- 1. COR JESU CHAPEL
- 2. LIBRARY
- 3. AUDITORIUM
- 4. FINE ARTS
- 5. WIEGAND CENTER
- 6. ADRIAN — SCIENCE
- 7. ADRIAN
- 8. FARRELL HOUSE
- 9. KELLEY HOUSE
- 10. PENAFORT POOL
- 11. WEBER HOUSE
- 12. DUNSPAUGH HOUSE
- 13. DALTON HOUSE
- 14. LA VOIE HOUSE
- 15. MAINTENANCE
- 16. THOMPSON HALL
- 17. RECEIVING
- 18. TENNIS COURT
- 19. WATER TREATMENT PLANT
- 20. VILLA



Location Map



General Information

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary 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. Today's College community is comprised of approximately 2000 students, served by well over 230 administrators, faculty members and support staff representing diverse religious, cultural, and ethnic backgrounds.

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 16 buildings, spread over 40 of the College's 87-acre campus. 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.

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, in Continuing Education in 1974, and Business in 1976.

Barry College has had four Adrian Dominican Sisters serve as president since its inception: Mother Gerald Barry, 1940-1961; Mother Genevieve Weber, 1961-63; Sister M. Dorothy Browne, 1963-1974; and Sister M. Trinita Flood, 1974 to the present.

NATURE

Barry College is an independent, coeducational, Catholic institution of higher education which fosters academic distinction in the liberal arts and professional studies within the Judeo-Christian tradition.

PURPOSE

To provide a learning environment which challenges its students to accept intellectual, personal, ethical, spiritual, and social responsibilities.

OBJECTIVES

Barry College

... helps its students to understand how God is experienced and encourages them to seek a fitting response to His presence in their lives.

... affords the opportunity to examine the fundamental questions of human experience and the responses to these questions proposed, in the liberal arts tradition, by theology, philosophy, the humanities, the natural sciences, and the social sciences.

... combines programs of professional study with the liberal arts, giving students a basis for continued professional and personal development.

... demonstrates concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of their attendant responsibility toward other persons and toward their environment.

... encourages its students to assume community leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

COLLEGE LIFE

The purpose of Barry College is to create an integrated academic society. Barry's community is composed of varied individuals—administrators, faculty members, students, alumni, business and service personnel—all contributing in their special and individual ways to the

College community's unique life. This is a multi-faceted lifestyle, designed to insure that, while all engage in the active pursuit of truth and knowledge, provisions have been made for those factors necessary to achieve personal and social growth.

HOUSING

On-campus accommodations within the residence halls are available to full-time degree-seeking, undergraduate students. Generally, students over twenty-three years of age are not housed on campus. Air- and non-air-conditioned single, double, triple rooms and suites with baths are available within the residence halls.

All students who desire to live on campus must notify the Office of Residential Life, 210 Thompson Hall. The proper room reservation materials must be completed before an assignment can be made, and students must be accepted to the College before the Office of Residential Life will make a room assignment. A non-refundable room reservation deposit (\$100 for new students; \$50 for returning students) must accompany the housing application materials.

The residence halls and dining facilities are closed during the Christmas holidays and during the periods between the end of the summer session and the opening of the fall semester.

The College does not provide housing for graduate students. Off-campus housing listings are available through the Office of Residential Life for students interested in pursuing living accommodations in the community.

PSYCHOLOGICAL TESTING SERVICE

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

Reliable, valid, and current unisex tests are provided in the areas of general ability, achievement, aptitude, interest, and personality. The service is available to all Barry students free of charge, with the exception of a minimal fee for the computerized scoring of the Strong Campbell Interest Inventory.

The results of all tests are interpreted to the student, and the final report becomes the property of the student. A copy of this report is held in a confidential file in the Psychological Testing Office until one year after the student completes studies at Barry.

Institutional examinations such as the Miller Analogies Test are also administered as a service to those wishing to pursue graduate study.

COUNSELING SERVICES

The Counseling Service provides confidential personal, social, academic and career counseling to all students. Peer group counseling, study skills, assertiveness training and other developmental workshops are offered by the Counseling Service. Students are encouraged to visit the Counselor and are assured that confidentiality is maintained. When requested, or when appropriate, referrals are made to the College consulting psychiatrist, to physicians and/or community agencies.

CAREER DEVELOPMENT PLACEMENT SERVICES

The Office of Career Development and Placement seeks to encourage personal responsibility on the part of the student in planning a career and in exploring education opportunities available to him/her as these related to educational and personal development. Our goals are:

1. to support and encourage each student who is attempting to make career/life choices and
2. to help each student recognize his/her unique abilities, interests and skills, and to combine these creatively into a desirable career alternative.

To accomplish this developmental task, the Career Development and Placement Office provides the following services:

1. Career counseling
2. Credential (placement file) service
3. Part-time job listings
4. Full-time career positions listings
5. Workshops on resume writing, interviewing and other job seeking skills
6. Career Library containing occupational and organizational information

Students are encouraged to begin their career search during the freshman or sophomore year by becoming familiar with the Career Development and Placement Office and its services. Candidates for Barry College degrees are urged to file their credentials at least one semester prior to graduation.

PEER GROUP COUNSELING PROGRAM

A Peer Group Counseling Program attempts to meet the needs of undergraduate freshmen and transfer students in coping with the stresses and anxieties normally experienced during the early months in a new college environment. The one-semester program uses upperclass students trained as group leaders to successfully lead the freshmen and/or new student groups. The program offers the participants an opportunity to secure ongoing emotional support, to help reduce anxieties, and to form effective personal relationships with a small group of students during the first semester at Barry College.

Freshmen and/or new students who voluntarily enter this program receive one college credit for attending the group sessions. Group leaders receive three college credits for leading the groups.

CAMPUS STORE

The Campus Store is open for the services and needs of the students of Barry College. Books, supplies, and other sundries are available for purchase. The bookstore is located in Thompson Hall, first floor.

FOOD SERVICE

Food service is available to all students in Thompson Hall, second floor, on a cash basis. Meals are served cafeteria-style seven days per week and include, Monday - Friday, breakfast from 7:00 am to 8:30 am, continental breakfast at 8:30 am - 9:00 am, lunch from 11:30 am - 1:00 pm, and dinner from 4:45 pm - 6:00 pm. On Saturday, breakfast is served from 8:30 am - 9:30 am, and the Sunday brunch is served from 9:30 am 11:00 am.

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

HEALTH SERVICES

Students have access to a health program offered through the campus clinic, where a registered nurse is on duty. An infirmary, adjacent to the clinic, provides for the needs of those students who are ill and require special care. The services of a part-time psychiatrist are available to all students. The College offers a group insurance program to which full-time students must subscribe if they do not have similar coverage.

SPORTS ACTIVITIES

Barry offers a program of individual and team sports on class and recreational levels. All students may participate for credit or non-credit in a recreational sports program that includes canoeing, sailing, swimming, tennis, archery, golf, bowling, judo and self-defense, fencing, gymnastics, and skin and scuba diving.

Campus facilities include a 75-foot outdoor lighted pool with adjoining sundecks and dressing rooms; indoor studio used for dance and gymnastics; five tennis courts; and a racquetball court.

A program of recreational, leisure-time activities is planned for year-round participation.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association serves as a liaison between the undergraduate student body and the administration and faculty. All full-time undergraduate students are members of the Association, which is governed by an Executive Board consisting of sixteen elected representatives. Ten members are elected during the spring semester with the remaining six places filled early in the fall semester. A chairperson (or co-chairpersons), a secretary, and a treasurer are elected from the membership of the Executive Board.

CAMPUS ORGANIZATIONS

A number of clubs and departmental organizations offer membership to the student body in general:

Albertus Magnus Science Club, Alpha Theta (Ushers), Black Students for Progress, Bread for the World, Business Forum, Circle K, Council for Exceptional Children, Federation of Cuban Students, Focus on Education, History Association, International Students Association, MBA Club, Psychology Club, Returning Students Association, Samothrace Club, Santa Rosa Spanish Club, SHARE (Students Helping Admissions Recruit for Enrollees), Student Government Association, and Student Nurses Association.

HONOR SOCIETIES

Lambda Sigma is a Barry College campus honor society open to all undergraduate students, second semester freshmen and above, and requires of its members a 3.00 (B) grade point average and active leadership in service on the Barry campus. 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.

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: Alpha Mu Gamma (foreign languages); Beta Beta Beta (biology); Kappa Delta Pi (education); Phi Alpha Theta (history); Psi Chi (psychology); and theta Alpha Kappa (religious studies).

THEATRE

The College theatre groups produce a diversified program of dramatic presentations. Throughout the year, drama students produce plays in traditional mime, and experimental theatre. Students have the advantage of two performance areas, including the main auditorium and the outdoor stage. Barry's theatre groups are frequently called upon by local organizations for dramatic presentations.

BARRY SINGERS AND SHOW CHOIR

The Barry Singers and Show Choir are comprised of music majors and minors, in addition to those students from other departments who qualify for membership through auditions.

RECITALS AND EXHIBITS

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

CAMPUS MINISTRY

Campus Ministry is an apostolate of service to the entire College community, exercised by a corporate team of dedicated campus ministers - priests, religious, faculty, staff and students. Acting on behalf of the Christian community they attempt to build and support a vital Christian community, facilitating and enabling it to minister to its own members, to all men and women of the College community and to society at large. It does this by enabling personal growth and development by care and concern for persons; by proclaiming the Gospel and its values; by building, strengthening and celebrating the life of the community, especially through the liturgy and prayer; by promoting participation and education in the work of social justice; by addressing the College community as institution in terms of all its value commitments; and finally, by concern for students of other faiths, respecting and encouraging their freedom to maintain and express their own religious convictions and facilitating access to their own ministers or rabbis for worship or counsel.

PUBLICATIONS

College publications include the HOURGLASS, the college student newspaper; THE TORCH AND SHIELD, the college yearbook; the BARRY MARK published quarterly for the college family and friends by the Office of Public Relations; and the BARRIQUE, a weekly publication of the Public Relations Office.

ALUMNI ASSOCIATION

The Barry College Alumni Association Office is located in Thompson Hall. The Director of Alumni is a member of the Council for Advancement and Support of Education (CASE). The BARRY MARK and other correspondence provide on-going communication between the College and the Alumni, keeping the latter up to date on plans and policies of the College. The Association conducts a yearly campaign for the annual Alumni Fund and sponsors a reunion on campus every other year. Various Alumni Chapters have held theatre parties, dinner-dances, and family picnics and have sponsored lectures, art exhibits, and receptions for new students and graduating seniors.

LIBRARY

The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the College. Students have access, in open stacks, to a collection which exceeds 103,000 volumes. The library subscribes to more than a thousand periodicals. Government documents, pamphlets, microform collections, and audiovisual materials bring the total holdings to over 126,000 items. There are mutual borrowing privileges with Biscayne College. Faculty and students have access to conference rooms, audio and video taping rooms, study carrels and typing rooms. Resources and facilities are utilized to maximize service, which is the primary focus of the library in accord with present-day trends.



Admissions, Expenses, Financial Aid

UNDERGRADUATE ADMISSION REQUIREMENTS AND PROCEDURES

All applicants are required to submit a completed application form and a non-refundable application fee. The college has a commitment to admit only qualified students. Its criteria for admission are based on the following credentials.

Degree-Seeking Freshmen

- official high school academic record, or equivalent, from an accredited high school.
- test results from the SAT (Scholastic Aptitude Test) or ACT (American College Test). The Spanish SAT (PAA - Prueba de Aptitud Académica) may be used by those applying for the Cross-Cultural Program. Foreign students must submit the TOEFL (Test of English as a Foreign Language). A minimum score of 550 is required for admission into any major area of study other than the Cross-Cultural Program.
- positive recommendation of guidance counselor or principal.

The official high school academic record should show: (1) graduation, or satisfactory progress toward graduation if applying prior to completion of 12th grade; (2) a minimum of 16 academic units of 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.

Students planning to major in Nursing must present two units of laboratory science, including chemistry and biology, and must submit scores of the NLN Pre-Nursing and Guidance Examination.

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

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

Students planning to major in Biology must present three and one-half units of mathematics (including algebra, geometry and some background in trigonometry), as well as two units of laboratory science (including biology and chemistry). Satisfactory completion of these requirements for admission and successful completion of 30 semester hours, including freshman biology, chemistry and mathematics, will qualify the student to continue in the Department as a Biology or Medical Technology major.

Students planning to major in Music must audition either in person or by submission of a 7 1/2 IPS reel-to-reel tape containing two selections or excerpts from two composers of different periods. The selections should total approximately 10 minutes and represent the student's technical and musical progress to date.

Degree-Seeking Transfer Students

- two copies of official transcripts from each college previously attended.
- transfer reference form completed by the Dean of Students or Faculty Advisor at the last college attended.
- request for evaluation of transfer credits.
- copy of high school academic record if applicant is under 21 years of age.

Transfer credit may be accepted only from regionally accredited colleges or universities. A maximum of 64 credits will be accepted by the College from an accredited two-year junior college. No course in which a grade below C is earned will be accepted in transfer. Credit is not allowed for professional or technical courses unless similar courses are given at Barry College for which credit is granted toward the B.A., B.F.A., B.M., B.S., B.S.N., or B.S.W. degree. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript. If you are transferring into the B.S.W. program you must complete your final 60 credits in residence at Barry. If you are transferring into the Nursing Program, you must complete 3 years in residence at Barry in the clinical program; and admission for transfer nursing students is granted on a space-available basis, since the College gives preference to freshman applicants to the School of Nursing. Transferring students who expect to qualify for a baccalaureate degree must

complete a minimum of thirty credits, ordinarily the final thirty, of course work at Barry and must fulfill all requirements of the program which they elect to follow and the College distributive requirements for graduation.

Students planning to transfer into the clinical level of Nursing must present 30 transferable credits, including microbiology, biochemistry and human anatomy, and an acceptable score report on the NLN Pre-Nursing and Guidance Examination (Registered nurses are exempted from this admission test). Students planning to transfer to Nursing as a freshman with transfer credits must present one unit each of biology and chemistry, both with laboratory experience, and an acceptable score report on the NLN Pre-Nursing and Guidance Examination.

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

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

Students planning to transfer in Biology must present three and one-half units of mathematics (including algebra, geometry and some background in trigonometry), as well as two units of laboratory science (including biology and chemistry). Satisfactory completion of these requirements for admission and successful completion of 30 credits, including freshman biology, chemistry and mathematics, will qualify the student for transfer into the Department as a Biology or Medical Technology major. Students who have achieved junior status must present a grade point average of 2.50 in their major.

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

Early Decision

Students may apply during their junior year in high school to receive an early decision from Barry College. In order to do so, students must take the Scholastic Aptitude Test (SAT) or American College Test (ACT) by May of their junior year in high school and submit all of the admissions requirements listed under Degree-Seeking Freshmen.

Early Admission

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

The bases of selection for early admission are as follows:

1. Recommendation of the secondary school counselor and three teachers.
2. Evidence of emotional stability and early social maturity.
3. Outstanding quality of the applicant's secondary school record.
4. Satisfactory performance on the Scholastic Aptitude Test or American College Test.
5. Personal qualifications.
6. Presentation of a satisfactory plan for completing the requirements for a secondary school diploma.

The procedure for making application for early admission is basically the same as for regular admission to the freshman class except that the applicants must submit in writing their reasons for wishing to enter college before graduation from secondary school.

The first year of college credit completed with satisfactory grades (C or above) will apply toward degree requirements at Barry College. The credits also may be used to complete high school requirements and, when approved by high school authorities, earn a diploma. In order for Barry College 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 Registrar's Office. When the high school diploma is issued, a copy of it should be filed with the Registrar's Office at Barry College.

GRADUATE ADMISSION REQUIREMENTS AND PROCEDURES

Applicants must apply for and be accepted to graduate status (non-degree-seeking or degree-seeking) through the Admissions Office before they are permitted to register as graduate students. The chief criterion for acceptance is evidence of having received a bachelor's degree. Applicants who apply to a degree program prior to completion of bachelor's work may be given provisional admission; the provision is that they are to provide the Admissions Office with proof of bachelor's degree before they are permitted to register for graduate courses as a graduate student.

Degree-Seeking Applicants: To be considered for admission to a degree program, an applicant must:

- (1) submit an application form with a non-refundable application fee;
- (2) provide reference letters in support of application for graduate study;
- (3) provide complete transcripts from each college or university attended (transcripts in the applicant's possession are not acceptable as evidence of eligibility for admission);
- (4) supply additional admission test scores or autobiographical statement if required by the individual degree program.

Degree programs differ in specific requirements for admission. Applicants should refer to "Admission Prerequisites" listed in the program to which they are applying. The Admission Office continually reviews applications in process on a rolling basis and notifies applicants of missing credentials, but the responsibility for obtaining all admission credentials rests with the applicant. Credentials submitted in support of an application will not be returned to the applicant. Completed applications are forwarded to the admitting school for review as soon as all credentials are received, and applicants are notified in writing by the Admissions Office of the school's decision within ten days after a decision has been made.

NON-DEGREE STUDENT

The College recognizes that some applicants may wish to take courses at Barry for the purpose of personal enrichment, teacher certification, or to secure credits to transfer to a college where they are already enrolled in a degree program (guest student). Undergraduate students must present proof of high school degree, or equivalent, as an admission credential. Guest students are required to present a letter from the dean of the college in which they are enrolled for degree, stating that they are in good standing in all respects. Graduate students must present evidence of bachelor's degree. Undergraduate students admitted to non-degree status are limited to 30 credits in this category. Graduate students are limited to 6 graduate credits and 30 undergraduate credits. All non-degree seeking students who wish to change their status to degree seeking must meet all the requirements for degree seeking applicants.

INTERNATIONAL STUDENTS

Candidates from other countries must follow the same procedures as U.S. applicants in submitting their credentials. Students applying from foreign countries must have sufficient proficiency in the English language to follow a regular academic program. As evidence of proficiency, an applicant must submit the results of the Test of English as a Foreign Language (TOEFL), which is administered internationally by the Educational Testing Service. Students from the Latin American countries must have completed the bachillerato of art or science in an approved secondary school to enter as a undergraduate Freshman student. Depending upon TOEFL scores and academic preparation, international undergraduate students may enter the Program of English as a Second Language (PESL) or else the Cross Cultural Program. PESL specializes in teaching English as a second language for students who need additional proficiency in English prior to starting a college-level program. The Cross Cultural program is a college-level program for students with intermediate preparation in English; the program includes an intensive study of English and some general studies courses. Other requirements include: official credentials from all secondary schools, colleges and/or universities, including degrees and diplomas received, all subjects studied and grades, a key to the grading system, and marks of standing achieved in examinations. If the credentials are not in English, they must be accompanied by a certified/notarized translation.

Students who wish to undertake study at Barry College must be able to pay their educational expenses while in this country. Each year the requests by our native students for financial assistance far exceed the College's available resources; hence we cannot offer aid to foreign students. Detailed information concerning your ability to provide for your expenses is required before you will be issued the form to gain an entry visa.

Each student is responsible for his own travel expenses to and from the College. It would be wise to set aside some extra money to cover expenses off campus when the College is in recess. All fees are payable at the time of registration.

RE-ENTRY

Re-entry must be completed by students who were once enrolled at Barry College but who are not currently enrolled and wish to re-enter Barry. The Re-entry Form must be completed and returned to the Dean of the School in which the student was last enrolled. Students who were enrolled as non-degree, or post-graduate and who now wish to enter Barry College as a degree-seeking student need not complete the Form, but must complete the Change of Status Report Form and return it to the Registrar's Office.

ALL APPLICANTS FOR ADMISSION

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

Acceptance to the College does not mean acceptance to some of our clinical or professional programs, i.e., Nursing, Medical Technology, Social Work. Refer to these programs for specific information on admission to clinical/professional status.

The College reserves the right of final decision. All credentials submitted in support of an application become the property of the College and will not be returned.

FINANCIAL AID

Scholarship and Grants

In considering applications for most undergraduate scholarships and grants, the College utilizes the following criteria: the high school grade point average, SAT or ACT scores, recommendation of principal and/or

guidance counselor. Scholarships are awarded without consideration of financial need. Interested students should write directly to the Office of Admissions.

PRESIDENTIAL SCHOLARSHIPS. Presidential Scholarships are awarded annually on a competitive basis to high school students with high scholastic achievement, demonstrated extracurricular activities, and good character. These scholarships are available to incoming freshmen applying for full-time status, and they are awarded without consideration of family income. Scholarships are renewable for four full years, providing the recipient maintains a grade average of 3.00 (B) or above in all course work and is in good disciplinary standing.

PRESIDENTIAL SCHOLARSHIPS FOR TRANSFER STUDENTS. Presidential Scholarships are awarded annually on a competitive basis to transfer students with high scholastic achievement, demonstrated involvement in college and/or community activities, and good character. These scholarships are available to incoming transfer students applying for full-time status, and they are awarded without consideration of financial need. Scholarships are renewable for three full years, providing the recipient maintains a grade average of 3.00 (B) or above in all course work and is in good disciplinary standing.

For additional scholarships and grants see sections entitled: Financial Aid Programs and Scholarship and Loan Programs subsidized by Friends of the College.

Florida Tuition Voucher Fund (FTVF)

FLORIDA TUITION VOUCHER FUND (FTVF). This program was created by the 1979 Florida Legislature to provide tuition assistance to undergraduate resident students attending eligible non-profit private colleges and universities located in the state. To receive a Florida Tuition Voucher, a student shall:

- 1) submit a completed application yearly to the participating eligible postsecondary institution.
- 2) be enrolled as a FULL-TIME UNDERGRADUATE student each term.
- 3) be registered:
 - (a) as a freshman after July 31, 1979
 - (b) as a freshman or sophomore after July 31, 1980
 - (c) as a freshman, sophomore, or junior after July 31, 1981
 - (d) as a freshman, sophomore, junior or senior after July 31, 1982
- 4) have graduated from a Florida High School.
- 5) have resided in the state of Florida for at least twenty-four (24) continuous months preceding the award of a Florida Tuition Voucher.

Applications may be obtained from the Office of Admissions or the Financial Aid Office.

Discounts

FAMILY TUITION REDUCTION PLAN. Families having more than one full-time undergraduate student enrolled at Barry College at the same time pay full tuition for the first student, receive a \$500 per year reduction for the second student, \$1,000 per year reduction for the third student, and a \$1,500 per year reduction for the fourth student. Students eligible for the Family Tuition Reduction Plan must file a written request for a grant under this plan with the Financial Aid Office.

SOCIAL WORK DISCOUNTS. Part-time students enrolled in the Graduate Evening Social Work program are entitled to a 30% discount on tuition if they are employed as full-time social workers, unless tuition is paid through some type of grant or subsidy. This discount only applies to the period of study in evening part-time classes. When a student begins summer field instruction and the subsequent final academic year of full-time study, the tuition discount does not apply.

TEACHERS DISCOUNT. Any full-time Florida teacher presenting a signed current contract, or a letter from his/her principal at the time of registration, is entitled to a 30% reduction in tuition unless tuition is paid through some type of grant or subsidy.

RELIGIOUS DISCOUNT. Students that are members of a religious community are entitled to a 30% discount on tuition.

Financial Aid Programs

The objective of the Financial Aid Program at Barry College is to provide financial assistance to students who need aid in order to enroll or to continue at the College. The Financial Aid office has established procedures and practices which assure fair and consistent treatment for all applicants.

The programs are administered in conjunction with a nationally established philosophy and policy of financial aid for education. The basis of this philosophy is the belief that parents, or in some cases students, are the primary resource for meeting educational costs and that financial aids are available only for filling in the gap between the student's potential resources (such as parents' contribution, summer earnings, savings, etc.) and expenses. The total cost of attending college includes tuition and fees, room and board, books and supplies, personal expenses and allowable travel expenses.

The Financial Aid Form (FAF) is the document used to collect information for determining the student's need for financial aid. The student submits the FAF to the College Scholarship Service (CSS), an activity of the College Board, where it is analyzed. The information the student reports on the FAF is confidential and is sent only to the

Financial Aid Office. Application forms may be obtained from the Financial Aid Office.

Section 132 of the Education Amendments of 1976 states that a student shall be entitled to receive Federal student assistance benefits only if "that student is maintaining satisfactory progress in the course of study he/she is pursuing". In addition, an aid recipient must be in good academic standing.

A student is in Good Academic Standing if the cumulative grade point average (GPA) is 2.00 or above. For financial aid purposes, satisfactory academic progress is defined as receiving credit for at least 24 semester hours each academic year if an undergraduate or 18 semester hours each academic year if a graduate student.

NATIONAL DIRECT STUDENT LOAN PROGRAM. Loans may be made without interest while in school and at 3% interest on extended repayment period, \$2,500 for the first two years, \$5,000 for the Bachelor's Degree, \$10,000 for graduate study (this total includes any amount borrowed under NDSL for undergraduate study). Cancellation benefits are offered for teaching services performed with handicapped students or in schools having high concentrations of students from low-income families.

BASIC EDUCATION OPPORTUNITY GRANT. Funds are available to eligible UNDERGRADUATE students attending on a full-time or part-time basis (minimum of 6 credits per semester). Grants are available in amounts ranging up to approximately \$1,800 per academic year.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM. The SEOG program is for students of EXCEPTIONAL FINANCIAL NEED who without the grant would be unable to continue their education. Students are eligible to apply if they are enrolled at least half time as an UNDERGRADUATE student. SEOG awards may not be less than \$200 or more than \$1,500 a year. If the student is selected for an SEOG, the educational institution must provide additional financial assistance at least equal to the amount of the grant.

COLLEGE WORK STUDY PROGRAM. Students who qualify on the basis of financial need may participate in the work-study program which is funded by Barry College and the federal government. Various positions are available on campus for eligible students who may work to help meet some part of their college expenses.

GUARANTEED STUDENT LOAN PROGRAM. This program enables the student to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan to the student. The loan is guaranteed by a State or private nonprofit agency or insured by the Federal Government. To apply, a student must be enrolled or have been accepted for enrollment at least half time in an undergraduate or graduate program.

NURSING STUDENT LOAN PROGRAM. Funds are available for students enrolled at least half-time in the Nursing Program who need a loan to meet their educational expenses. Loans may be made without interest while in school and at a 3% interest on extended repayment periods. Repayment of the Nursing Student Loan begins 9 months after the student graduates or leaves school for other reasons.

NURSING STUDENT SCHOLARSHIP PROGRAM. The Nursing Student Scholarship Program assists students who need financial assistance to pursue a course of study leading to a baccalaureate degree in nursing. Scholarships may be awarded only to students who are enrolled and in good standing, or accepted for enrollment, as a full-time or half-time student. To receive scholarship assistance, AN APPLICANT MUST BE OF EXCEPTIONAL FINANCIAL NEED and require such assistance to pursue the specified course of study at the school in the particular year.

FLORIDA STUDENT ASSISTANCE GRANT PROGRAMS. Student Assistance Grants are awarded for one academic year. The awarding and the amount of the grant are based on financial need. The maximum amount of a grant is \$1,200 per academic year. For application information, contact the Financial Aid Office.

BARRY GRANTS. Funds are available to assist students who have academic promise and whose Financial Aid Form (FAF) reflects a definite financial need.

SOCIAL WORK GRANTS. The School of Social Work has a separate application process for a very limited number of grants, scholarships and tuition reductions for full-time graduate students. After an official admissions decision is made on an application to the School, the financial aid application is forwarded upon request.

It is important to note that these funds are extremely limited and that students should not depend on grant monies since there are always many more applications than the School can possibly accommodate with awards. Federal grants, restricted to full time students, include the cost of tuition and a monthly stipend. A tuition reduction plan, supported by the state University System of Florida allows a limited number of Florida residents to enroll at the tuition rate of the State University System. Additional information regarding this program is available from the Admissions Office. Normally, the School is notified by the Federal Government after the first of July of each year concerning the number of stipends available for the coming academic year. At that time, all financial aid applications are analyzed and awards are made on the basis of need, minority status, academic ability and potential for professional practice. For more information contact the School of Social Work.

Scholarship and Loan Programs Subsidized by Friends of the College

ARCHBISHOP COLEMAN F. CARROLL SCHOLARSHIP. To commemorate the elevation of Archbishop Carroll of the Archdiocese of Miami, Mr. Joseph Robbie established a scholarship fund of \$1,000 to be awarded each year to a graduate of a Catholic high school in the Archdiocese of Miami. Selection is based on academic achievement and potential.

GEORGE AND AMELIA COURY LOANS. Through the generosity of George and Amelia Coury, low-interest loans can be made available to students from Dade County.

MABEL SCOLLIN KELLEY TUITION FUND. A loan fund of \$5,000 was willed to Barry College by Mrs. Mabel Kelley, who expressed the desire that a revolving fund be established in her memory and be made available to worthy students needing to borrow money to meet college expenses.

LYNNE WAX MEMORIAL LOAN FUND. Established in 1977, this program enables full time students to receive short-term loans with no interest. The maximum period of repayment is not to exceed 12 months from the date the promissory note is signed. For further information, contact the Financial Aid Office.

THE WYOLENE NEAL TUITION FUND. The loan fund, amounting to \$800, was founded in 1961 by the parents of Wyolene Neal and is available to a commuting student in the Miami area.

JORDAN DAVIDSON FOUNDATION LOAN. Through the generosity of Mr. Jordan Davidson, loans of varying amounts are offered to students who demonstrate financial need.

FORREST J. FLAMMANG SCHOLARSHIP FUND. Under the will of Forrest J. Flammang, a trust fund was established to distribute funds to private higher educational institutions located in Dade County. The funds are used for the purpose of providing scholarships for needy students. Applications are available through the Office of Financial Aid.

SISTER M. DOROTHY BROWNE O.P. SCHOLARSHIP. During the 1973-74 school year, the Student Government Association raised funds to establish this scholarship in honor of Sr. M. Dorothy Browne for her years of service to Barry College. Applications may be obtained through the Student Government Association or from the Financial Aid Office.

SISTER MARIE GRACE GIBNEY O.P., SCHOLARSHIP. This scholarship is awarded if there is a considerable financial need and the applicant shows strong leadership qualities. Grants may range from \$100 to \$1,000. For application information, contact the Financial Aid Office.

CHERYLYN GOVORCHIN WISEHEART MEMORIAL SCHOLARSHIP
This scholarship, established by Dr. Gerald G. Govorchin and Lillian Govorchin in memory of their daughter, a versatile and talented musician whose career was tragically cut short, is for students in the school of music. Selection is on the basis of need, academic achievement, and potential, with preference given to students studying piano or harp. A grant of \$500 is awarded each semester.

**PARALYZED VETERAN'S ASSOCIATION OF FLORIDA
SCHOLARSHIP**

SAINT FRANCIS HOSPITAL SCHOLARSHIP

FLORIDA LEAGUE FOR NURSING SCHOLARSHIP

Information regarding these three nursing scholarships may be obtained through the School of Nursing.

THE MIAMI SHORES ROTARY LOAN AND SCHOLARSHIP PROGRAM. This scholarship/loan program is awarded by the Miami Shores Rotary Club. To be eligible students must demonstrate financial need and academic achievement.

THE BAL HARBOUR ROTARY LOAN FUND. Loans are awarded by the Bal Harbour Rotary Club to students in the School of Nursing. To be eligible, students must demonstrate financial need, academic potential, be residents of Dade County and be registered in their junior or senior year.

THE ALUMNI ASSOCIATION SCHOLARSHIP. The Alumni Association offers the Sr. Dorothy Browne Scholarship for Children of Alumni. The Scholarship is renewable each year if the recipient maintains a 3.0 grade average. It is open to any son or daughter entering Barry at any level. For requirements and application, contact the Admissions or Alumni Office.

BARRY COLLEGE SCHOLARSHIP AND LOANS. Limited funds are available for student loans and scholarships in special programs. Information on these programs is available through the Financial Aid Office. These loans are subsidized by benefactors of Barry College.

Veterans and Dependents

STANDARDS OF PROGRESS POLICY FOR VETERANS. Satisfactory progress for veteran students will be indicated by a Satisfactory Progress Average (SPA), which is a variation of Quality Point Average (QPA). An SPA of 3.0 or greater for graduate students is satisfactory progress; less than 3.0 for graduate students is not satisfactory. An SPA of 2.0 or greater for undergraduate students is satisfactory; less than 2.0 for undergraduate students is not satisfactory. Any time a student's SPA is not satisfactory, he or she will be certified, in a probationary

status, for only one additional semester. If, at the end of this additional semester, his or her SPA for that semester is still below the satisfactory level, the VA will be notified of the unsatisfactory progress. The VA will notify the student that he or she is no longer eligible for VA benefits until counseling is performed by a VA counseling psychologist to determine the cause of unsatisfactory progress.

NO FINANCIAL AID IS AVAILABLE TO FOREIGN STUDENTS.

TUITION AND FEES

	1980-81
Tuition	
Undergraduate, full time (12-18 credits) per semester	\$1,750.00
Students attempting more than 18 credits per semester must obtain academic approval from the Dean of the appropriate school. Part-time tuition rates will be charged for credits in excess of 18.	
Undergraduate, part-time (less than 12 credits) per credit	125.00
Continuing Education per credit	60.00
Graduate (Schools of Arts and Sciences, Business, and Education) per credit	125.00
Graduate School of Social Work per credit	125.00
Audit courses: The regular part-time rates will apply.	
Room and Board	
Triple/Quad, Non-Air-Conditioned Room	750.00
Triple/Quad, Air-Conditioned Room	800.00
Double Non-Air-Conditioned Room	800.00
Private Non-Air-Conditioned Room	850.00
Double Air-Conditioned Room	1,100.00
Private Air-Conditioned Room	1,150.00
Fees	
Application fee, payable once	20.00
Registration fee, payable per semester	10.00
Orientation fee (new undergraduates only)	20.00
Graduation fee	35.00
Parking permit, valid for one year	5.00
Transcript of credit	2.00
(for each official or student copy after the first)	
Hospitalization insurance, per year (required of all full-time students not covered by personal or family hospital insurance):	
Student Only	99.00
Student and Spouse	247.50
Student, Spouse and Dependent Children	445.50
Student and Dependent Children	297.00
Room damage deposit	50.00
(refund determined by condition of room)	
Student Activities Fee	25.00

Grades, Transcripts, Diplomas

The College will not release grades, transcripts or diplomas to students who have not settled their financial account with the Business Office.

UPDATED FINANCIAL INFORMATION

3-19-81

<u>TUITION</u>	Undergraduate, full-time (12-18 credits)	\$2,025.00
	Credits in excess of 18, per credit	140.00
	Undergraduate, part-time, per credit	140.00
	Continuing Education, per credit	70.00
	Graduate, per credit	150.00
<u>FEES</u>	Orientation fee (for new full-time undergraduate students only)	20.00
	Application fee, payable once.	20.00
	Registration fee, payable per semester	10.00
	Special Course fee, (full-time undergraduate students)	Variable
	Graduation fee	35.00
	Parking fee (valid through August 1981).	5.00
	Student Activities fee (full-time undergraduate students).	30.00
	(part-time undergraduate students-per credit)2.00	
	Health Insurance (August 15, 1981 to August 15, 1982)	
	Student only	103.00
	Student and Spouse	253.00
	Student, Spouse and Dependent Children	459.00
	Student and Dependent Children	309.00
	Room Damage Deposit.	50.00
	(Refund determined by condition of room)	
	<u>New Fee:</u> BUS 180, Intro to Computers	30.00
	<u>Room and Board</u>	
	Triple/Quad. Non-Air-Conditioned Room.	925.00
	Triple/Quad. Air-Conditioned Room.	975.00
	Double Non-Air Conditioned Room.	975.00
	Private Non-Air Conditioned Room	1,025.00
	Double Air-Conditioned Room.	1,325.00
	Private Air-Conditioned Room	1,375.00

TOTAL EXPENSES ARE TO BE PAID PRIOR TO THE COMPLETION OF REGISTRATION.

STUDENTS WHO APPLY FOR GRADUATION AFTER THE GRADUATION REGISTRATION DATE WILL PAY A LATE FEE OF \$10.00.

REFUND POLICY

TOTAL WITHDRAWAL FROM THE COLLEGE

Students who register but do not attend classes, or who withdraw after attending classes for any reason, will not receive a refund unless they withdraw officially by submitting a written notice of withdrawal to the Office of the Dean/Director of their respective Schools/Departments (Arts and Sciences, Business, Continuing Education, Education, Nursing and Social Work). The effective date of withdrawal will be the date on which the notice is received by the respective Dean/Director and the percentage of refund will be determined by this date.

TUITION, ROOM AND BOARD FEES WILL BE REFUNDED ON THIS BASIS: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is refunded; within the first three weeks, 60% is refunded; within the first four weeks, 40% is refunded; within the first five weeks, 20% is refunded. After the fifth week there is no refund. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of refund, the first week of classes will be considered the start of the semester and upon which refunds will be based.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

Students who drop individual courses after the Period of Schedule Adjustment and are still enrolled in the College are NOT entitled to any refund.

SPECIAL COURSE FEES ARE NOT REFUNDABLE

ALL FEES, OUTSIDE OF TUITION AND ROOM AND BOARD, ARE NON-REFUNDABLE

The Master of Science degree in Administration/Supervision and the Master of Science degree in Exceptional Child Education are no longer being offered by the School of Education at Barry College.

Registration

Students will not be permitted to register for the next term if they have not settled their financial account from the prior term.

REFUND POLICY

Total Withdrawal From The College

Students who register but do not attend classes, or who withdraw after attending classes for any reason, will not receive a refund unless they withdraw officially by submitting a written notice of withdrawal to the Office of the Dean of their respective Schools (Arts and Sciences, Business, Education, Nursing and Social Work). The effective date of withdrawal will be the date on which the notice is received by the respective Dean, and the percentage of refund will be determined by this date.

TUITION, ROOM AND BOARD FEES WILL BE REFUNDED ON THIS BASIS: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is refunded; within the first three weeks, 60% is refunded; within the first four weeks, 40% is refunded; within the first five weeks, 20% is refunded. After the fifth week there is no refund. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of refund, the first week of classes will be considered the start of the semester and upon which refunds will be based.

SUMMER SCHOOL. If the student leaves within the first week of the summer session, 60% of tuition, room and board is refunded; within the second week, 20% is refunded. After the second week, there is no refund.

Withdrawal Policy for Individual Courses

Students who drop individual courses after the period of schedule adjustment and are still enrolled in the College are not entitled to any refund.

Changes Made During the Period of Schedule Adjustment

Students dropping courses during the period of schedule adjustment will receive total refund for the course and special course fee, if applicable.

Student Dismissal

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

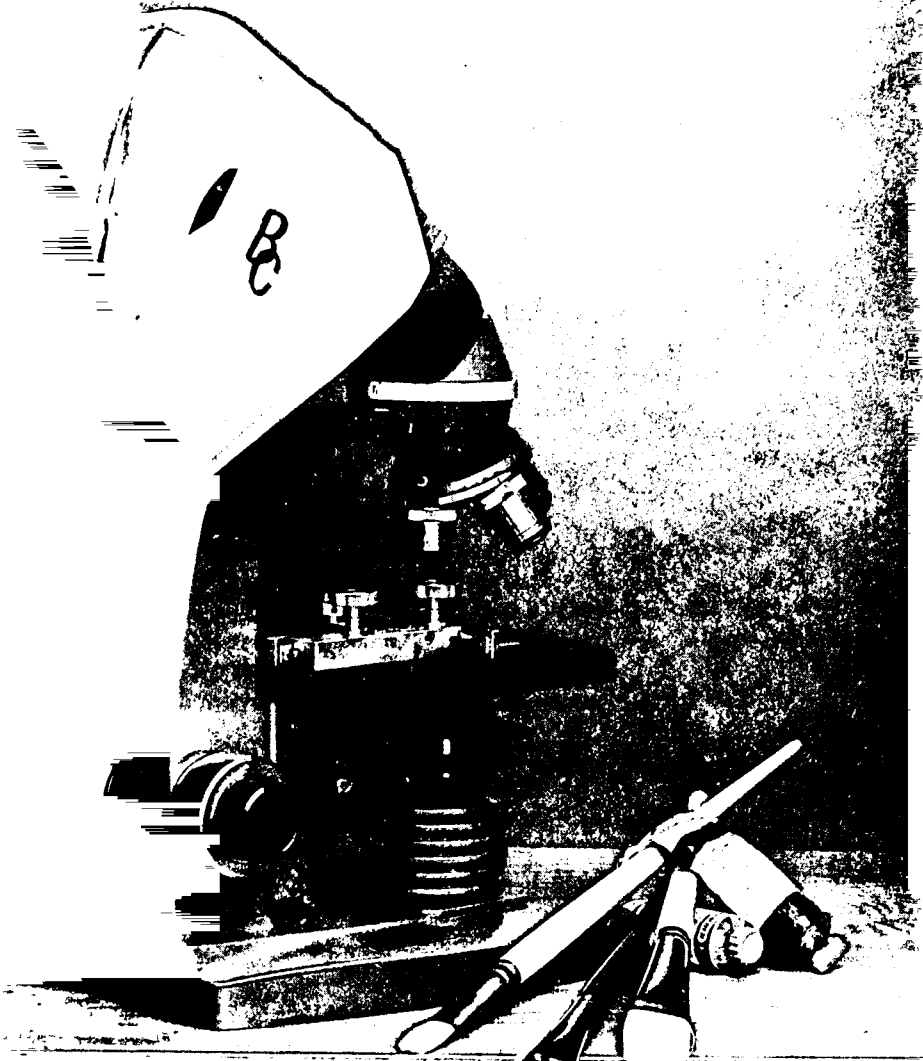
All fees, Outside of Tuition and Room and Board, are Non-Refundable.

PARKING

Parking on campus is available only with College permission. Barry College Parking Permit decals may be purchased at the time of registration.

HEALTH INSURANCE

The College offers a health insurance program to high full-time students must subscribe if they do not have similar coverage. It is the responsibility of the student to make sure he has been charged at the time of registration for this insurance.



UNDER-
STANDING **POLITICAL SCIENCE**

Dutan Duran **VIVIR HOY**

Harcourt Brace Jovanovich

CHILD PSYCHOTHERAPY

Mary R. Haworth,
Editor

Basic Books

**MANAGEMENT:
THEORY AND PRACTICE**

The Jerusalem Bible
Reader's Edition

Calculus
With Analytic Geometry

the complete works of
shakespeare
revised edition

Part II
Swallow

Beverly

Academic Information

GENERAL

Advisors

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

Attendance

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

Calendar

The fall semester begins in late August and terminates in mid-December; the spring semester begins in mid-January and closes in early May. The summer terms usually run May - June and June - July.

Summer Sessions

Summer sessions are held every year, one during May and June, the other in June and July. A student may earn six 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.

Withdrawals

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

Class Adjustments

After registration, any changes in schedule (adding, dropping, or changing a section of a class) must be authorized by the student's advisor.

Grade Reports

Grade reports are issued at the end of each term if all financial affairs are in order. Any error in designation or omission of course should be reported to the Registrar within two weeks of receipt. No student may receive a transcript of credits or final grade report until his or her financial account has been settled.

Academic Grievance and Appeals

Students who have academic grievances are to follow the normal chain of command in seeking resolution of disagreements. For example, students having problems with faculty members must meet personally with the faculty member concerned. If agreement is not arrived at, the next person to see must be the appropriate administrative officer. Failing resolution with the appropriate Dean, a student may file a final written appeal with the Vice President for Academic Affairs. It should be noted that letter grades (A,B,C,D,F) are the sole province of the course instructor and cannot be changed to another letter grade by any administrator. A charge of bias or capriciousness in grading must be in writing and must be substantiated by reasonable evidence.

UNDERGRADUATE

Requirements for Graduation.

While Barry College provides academic advising, the responsibility for planning individual programs rests with the students. Students are expected to become familiar with the requirements of the College, of the Schools in which they are enrolled, and of their major disciplines. The requirements which all students must meet are:

- (1) 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 of degree work must be completed on campus.
- (2) Satisfactory completion of at least 30 credits of distributed course work as follows:
 - 9 cr. in Religious Studies and/or Philosophy.
 - 6 cr. in oral and/or written communication.
 - 15 cr. in two of the divisions of Liberal Arts (Humanities, Natural Sciences, or Social Sciences) outside the major area(s), with a minimum of six (6) credits in each of the two divisions.

Humanities:	Art, English, French, Humanities, Music, Philosophy, Religious Studies, Spanish, Theatre
Natural Sciences:	Biology, Chemistry, Mathematics, Physics
Social Sciences:	Anthropology, Geography, History, Political Science, Psychology, Sociology
- (3) Satisfactory completion of an integrative experience in the major field(s) during the semester immediately preceding graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement. Other examples of integrative experiences are written or oral comprehensive exams, internships, and field work.
- (4) Completion of a major. Specific requirements are given in the introduction to each of the 28 majors, and at least three major plans are available:
 - (a) A Single Major (40-60 credits)
 - (b) One Major (30-40 credits) and one or two Minors (20-30 credits in each)
 - (c) Two Majors (30-40 credits in each) with or without a Minor (20-30 credits)

Electives in the area(s) of concentration beyond the maximum number will not fulfill the 120 credits required for graduation.

Degrees and Majors

In its undergraduate programs, the College offers the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), and Bachelor of Music (B.M.).

The College offers 28 undergraduate majors:

- | | |
|-------------------------------------------|---------------------------------------------------------|
| 1. Accounting (B.A.) | 13. Management (B.S.) |
| 2. Art (B.F.A.) | 14. Liberal Studies (B.A.) |
| 3. Biology (B.S.) | 15. Marketing (B.S.) |
| Pre-Medicine | 16. Mathematics (B.S.) |
| Pre-Nuclear Medicine | 17. Medical Technology (B.S.) |
| Pre-Dental Medicine | 18. Music (B.M.) |
| Pre-Veterinary Medicine | 19. Nursing (B.S.N.) |
| 4. Chemistry (B.S.) | 20. Office Administration/
Business Education (B.S.) |
| Pre-Pharmacy | 21. Political Science (B.A.) |
| 5. Communication Arts (B.A.) | 22. Pre-Law (B.A.) |
| 6. Early Childhood
Education (B.S.) | 23. Professional Studies (B.S.) |
| 7. Economics/Finance (B.S.) | 24. Psychology (B.S.) |
| 8. Elementary Education (B.S.) | 25. Religious Studies (B.A.) |
| 9. English (B.A.) | 26. Social Work (B.S.W.) |
| 10. Exceptional Child
Education (B.S.) | 27. Spanish (B.A.) |
| 11. History (B.A.) | 28. Theatre (B.A.) |
| 12. International Studies (B.A.) | |

Additional courses are offered in the following areas of study:

- | | |
|-----------------|---------------------------------------|
| 1. Anthropology | 7. Physical Education |
| 2. French | 8. Physics |
| 3. Geography | 9. Secondary Teacher
Certification |
| 4. Humanities | 10. Sociology |
| 5. Journalism | 11. Speech |
| 6. Philosophy | |

A number of courses and programs at Barry College provide for an interdisciplinary approach to education. Examples include Bio-Medical, Ethnics, Humanities, Liberal Studies, Pre-Law, International Studies, and Communication Arts.

Undergraduate Academic Regulations

Class Status

A student's status 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

Class Load

The recommended academic 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.

Credit by Examination

A maximum of 30 credits will be accepted through CLEP, and all CLEP credit must be earned prior to achieving junior status. For new students, the award of CLEP credit is made by the Office of Admissions; for enrolled students, the award of credit is processed through the Registrar's Office. All CLEP credit is accepted on a credit/no credit basis.

Care is recommended to avoid overlap between General and Subject Examinations and between CLEP and earned college credit. Credit will not be awarded in cases of duplication nor will equivalencies be changed to remedy such duplication.

Maximum CLEP credits in any one discipline may not exceed six. Many departments are unwilling to accept CLEP credit as part of a major or minor, and all departments within the College reserve the privilege of review in these cases. If CLEP credit interferes with a major or minor and the department is unwilling to accept the credit to satisfy a course requirement, the CLEP credit will be accepted as an elective or as a College distributive requirement. CLEP credit in a foreign language is not available to native speakers of the language.

Advanced Placement

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. Credit varies from 3 - 8 depending on equivalencies available at Barry College. In no case will credit be given for more than one-year's work. AP credit cannot be duplicated either in regular courses or through CLEP. C/NC grades are reported.

Undergraduate Grading System

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

Superior achievement	A	4.00 honor points per credit
Above average	B	3.00 honor points per credit
Average	C	2.00 honor points per credit
Below Average	D	1.00 honor points per credit
Failure	F	No honor points
Credit	CR	Credit awarded for achievement at or above the C level; no honor points; not computed in GPA; equivalent to passing grade, A-D.
No Credit	NC	No Credit awarded; achievement below C level; 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. No incomplete grade will be assigned in the semester of graduation.
Withdrew	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer session. If a student officially withdraws within the last five weeks prior to final examinations of a regular semester and within the last two weeks of the summer session, a grade penalty is earned. Grade penalty means an F grade and the credits are computed in the grade point average.

Changes In Withdrawal Policy For Full Semester Class

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

Independent Study

Opportunities for independent research are available to degree-seeking students in various departments. 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.

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.

Credit/No Credit

Students may select one course per semester, in addition to Physical Education courses, subject to the usual maximum 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 area of concentration 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 courses, may be taken under the CR/NC option. Credits earned under this option are applicable to the number of credits needed to fulfill degree requirements. Students enroll for the Credit/No Credit option in all physical education courses; no letter grades are issued.

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 course load.

A student will be suspended who

- a) receives less than a 1.00 GPA during either of the first two semesters of attendance at Barry College;
- b) has completed fewer than 60 credits and receives a cumulative GPA below 2.00 for 3 consecutive semesters;
- c) has completed more than 60 credits and receives a cumulative GPA below 2.00 for 2 consecutive semesters.

A student who has been suspended for academic reasons generally may not petition the Registrar for readmission until one year has lapsed. The Registrar's Office must have the approval of the dean of the appropriate School to readmit a student following suspension.

Off-Campus Enrollment/Transfer of Credits

Barry College students who wish to take courses at another college or university for the purpose of transferring the credits back to Barry must obtain prior written approval from the appropriate School Dean. Students who have attained junior status may not transfer credits from a community or a junior college. Once a student is enrolled as a degree-seeking student at Barry, no more than six (6) credits may be transferred toward a Barry degree. Courses taken through consortia are resident credits and are not counted as transfer credits. Only credits are transferred, not grades or grade point averages.

Graduate Credit for Qualified Seniors

Undergraduate students at the senior level with a high academic average in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. Such course work will require the written approval of the Dean. This approval does not presume automatic admission into a graduate program. Undergraduate students who wish to enroll in graduate courses must follow the steps below:

- (1) Have a faculty advisor certify to the Dean that all graduation requirements will be met. These requirements include:
 - (a) 120 undergraduate credits (including courses that will be in progress)
 - (b) College distribution requirements
 - (c) 48 credits of upper-biennium work
 - (d) major, minor and if necessary certification requirements
 - (e) student eligibility for graduate admission (GPA, etc.)
- (2) Have the Dean file a letter with the Registrar prior to registration stating that the student will meet all requirements for a bachelor's degree and that the graduate credits (3 or 6) are over and above all undergraduate requirements.

Repeat Courses

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

If a student has an F and repeats the course and receives an A, only the A counts. Quality points and credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. The Credit/No Credit Option cannot be exercised during the second attempt to remove a previous letter grade.

Dean's List

To be eligible for the Dean's List, students must have achieved a grade point average of 3.50 as a full-time student during the semester, with no incomplete grades or grade lower than a C.

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 grade point average of 3.50 or above. Only courses taken at Barry are computed in determining honors. The GPA will be rounded using the third decimal place.

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

ROTC

Barry College students may enroll in ROTC courses through cross-registration with the University of Miami. Eligibility for registration is determined by the ROTC Department at the University, in accordance with appropriate Armed Service Regulations. Academic credit is awarded by Barry, although an administrative fee may be charged by the ROTC Department at the University of Miami. Uniforms, textbooks, and equipment essential to the ROTC program are furnished by the U.S. government.

Qualified students may apply for an officer program leading to a commission as Second Lieutenant in the United States Marine Corps. Commissions are offered in both ground and aviation components. The Platoon Leaders Course (PLC) is offered to freshmen, sophomores, and juniors who attend precommissioning training during the summer. Financial Assistance and Flight Indoctrination Programs are available. Qualified seniors attend twelve weeks of training in the Officer Candidate Course (OCC) after graduation.

Consortia

Barry College and Biscayne College cooperate in a variety of programs and activities which enable students of both institutions to share in a broader and more meaningful educational experience.

Barry College and Embry-Riddle Aeronautical University jointly sponsor the Miami Education Consortium (MEC), affording adults residing in the Miami area an opportunity to complete college degree requirements while employed full time. MEC academic courses are conducted primarily on the Barry campus, and full residence credit is granted for courses offered. All MEC courses are applicable to degrees at Barry College or Embry-Riddle.

Cross Cultural Program

Barry College offers a unique Cross Cultural Program that incorporates language and general education requirements. This intensive one-year program presumes a minimum preparation of two years of English, as well as the usual conditions for College admission.

Students in the program have freshman status and earn a full year of college credit. The courses are bi-cultural in content and include 12 credits of language (English), 6 credits in Humanities, and 6 credits in Philosophy.

Campus Interchange Program

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

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

GRADUATE PROGRAMS

The School of Arts and Sciences offers the M.A. degree in Religious Studies and in English.

The School of Business offers the Master of Business Administration (M.B.A.) degree.

The School of Education offers the Master of Science (M.S.) degree in: Administration and/or Supervision, Community Counseling, Exceptional Child Education, Guidance and Counseling, and Reading.

The School of Social Work offers the Master of Social Work (M.S.W.) degree.

Class Load

9 credit hours - full time

3 - 9 credit hours - part time

Requirements for Graduation:

Refer to program requirements for graduation listed under each School.

Grading System for Graduate Programs

All graduate students are expected to maintain a B average.

Superior Achievement. A	4.0 honor points per credit
Average B	3.0 honor points per credit
Below Average. C	2.0 honor points per credit
*Pass D	1.0 honor point per credit
Failure. F	No credit
Credit CR	Credit but no honor points awarded
No Credit NC	No credit
**Incomplete I	A grade not reported as completed within the time required by the school becomes an F.
Withdraw. W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer sessions. If a student officially withdraws within the last five weeks prior to final examinations of regular semesters and within the last two weeks of the summer sessions, a grade penalty is earned. Grade penalty means an F grade and the credits are computed in the grade point average.

*The grade of "D" is not used in the School of Social Work.

** In English, Religious Studies and Business Administration a grade not reported as completed within one semester becomes an F.



School of Arts & Sciences

Undergraduate

Andre Cote, Ph.D., Dean

ANTHROPOLOGY

Course Descriptions – Anthropology Prefix: ANT

201 Principles of Anthropology (3)

Introduction to the different fields of anthropology and an analysis of how they are integrated to provide a holistic picture of comparatives and universals in human behavior; surveys cultural and physical anthropology, archeology, and language.

243 Cultural Anthropology (3)

Comparative cultural behavior explored through theoretical constructs and ethnographic data; social organization, linguistics, psychological anthropology, and technology.

ART

The art program prepares majors for their future lives as professional artists or art educators and for advanced study at the graduate level. The classes are designed to foster individual growth in an integrated academic and studio environment. Courses are also available for non-majors who wish to enrich their lives and develop new skills.

After the completion of the Introductory Art courses and of twelve (12) credit hours in studio courses, a student is required to meet in conference with the faculty in order to determine the student's progress in the B.F.A. program. In their final year, art majors participate in a Senior Exhibition in fulfillment of the requirement for an integrative experience. The minimum grade of C is required in all major courses.

The College reserves the privilege of retaining one student work for the purpose of exhibition or as part of the Department's permanent collection. The College also reserves the right to reproduce and publish student works. Policies governing the exhibition and sales of student works are available from the Fine Arts Department.

PROGRAMS OF STUDY

B.F.A.

Introduction to Art	12
Art History	12
Art Studio	48
Liberal Arts Distribution	30
Electives	18
	120 Credits

B.F.A.(Education)

Introduction to Art	12
Art History	12
Art Studio	38
Liberal Arts Distribution	30
Certification Requirements	28
	120 Credits

Art Minor

Introduction to Art	12
Art History	6
Art Studio	6-12
	24-30 Credits

Course Descriptions – Art Prefix: ART

101A Introduction to Art (3)

Beginning theory and application of basic drawing techniques including life figure. (\$20 fee)

101B Introduction to Art (3)

Basic two-dimensional design concepts and theory; exploration and analysis of design fundamentals, including the study of color theory and perspective; application of these concepts and theories through the various media. (\$20 fee)

102A Introduction to Art (3)

Intermediate study of the human figure dealing with non-objective images and freedom of expression. (\$20 fee)

102B Introduction to Art (3)

Basic three-dimensional design concepts and theory; exploration and analysis of design fundamentals through various tools and materials. (\$20 fee)

141 Handbuilding (3)

Introduction to clay as an art medium; handbuilding techniques of clay forming, including basic glazing and firing instruction; course for both majors and non-majors. (\$20 fee)

201 Basic Printmaking I (3)

Introduction to basic printmaking techniques, studio practices, materials and methods (stencil, woodcut, linocut, etc.). Prerequisites: Art 101, 102. (\$20 fee)

202 Basic Printmaking II (3)

Introduction to basic intaglio and/or lithography techniques; emphasis on technique rather than aesthetic. Prerequisite: Art 201. (\$20 fee)

203 Basic Photography (3)

Introduction to the camera and black and white darkroom procedure; emphasis on technique rather than aesthetics. (\$20 fee)

205 Graphic Design I (3)

Design course exploring visual solution to word, letter, and graphic problems. Prerequisite: Introductory courses. (\$20 fee) (Not offered 1980-1982)

209, 210 History of Western Art (3)(3)

Art from ancient civilization to the Renaissance, the Baroque period through the nineteenth century and contemporary trends as influenced by the present era.

231 Beginning Jewelry and Metals I (3)

Basic techniques of handcrafting metal forms; emphasis on cutting, soldering, polishing and setting stones. (\$15 fee)

232 Beginning Jewelry and Metals II (3)

Traditional and contemporary enameling techniques; emphasis on cloisone and forming metal. (\$15 fee)

241 Potter's Wheel I (3)

Introduction in the use of the potter's wheel as a primary forming technique of the potter-artist. (\$20 fee)

242 Potter's Wheel II (3)

Advanced problems in wheel throwing and handbuilding techniques; greater participation in kiln firing cycles. Prerequisite: Art 241. (\$20 fee)

261 Painting and Drawing I (3)

Introduction to basic materials and techniques of the painting and drawing media. (\$20 fee)

262 Painting and Drawing II (3)

Painting problems in oil and/or acrylic and the drawing media; investigation of space, compositional studies and encouragement of the exploration of individual solutions. Prerequisite: Art 261. (\$20 fee)

268 Weaving I (3)

Basic techniques of traditional tapestry presented in a contemporary style on vertical frame looms. (\$15 fee)

269 Weaving II (3)

Off-the-loom techniques, modular concepts, dyeing, spinning, and ikat, as a means of exploring and developing ideas and forms in fiber. (\$15 fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (\$0 to \$20 fee)

301 Intermediate Printmaking (3)

Use of printmaking as creative expression, with special attention to the relief, intaglio and planographic process. Prerequisite: Art 201 or 202 (\$20 fee)

303 Intermediate Photography (3)

Projects involving types of light and character-portraits allow the student to creatively refine techniques of basic photography; new techniques such as hand coloring, toning, and kodalith are explored. Prerequisite: Art 203. (\$20 fee)

305 Graphic Design II (3)

Practical problems in advertising design and basic techniques in commercial graphic illustration; emphasis on preparing finished art for printing; course is available through internship with a local graphic design company. Prerequisite: Art 205 (\$20 fee) (Not offered 1980-1982).

313 Philosophy of Art (3)

Philosophical study of the nature of art; relation between the various arts; principles of art criticism; religious art and symbolism. Same as PHI 313.

315 Photojournalism (3)

Emphasis upon direct visual communication and effective documenting of documents; projects involve supportive photography for written journalism and the documenting of photo-journalistic subjects and events. Prerequisite: Art 203 (Same as JOU 315).

331 Intermediate Jewelry and Metals (3)

Techniques of casting metal; emphasis on centrifugal, vacuum and steam processes. Prerequisite: Art 231 or 232. (\$15 fee)

341 Claybody Formulation (3)

Extensive study and investigation of claybody formulation with immediate application to current semester work. Prerequisite: Art 241 or 242. (\$20 fee).

342 Glaze Calculation (3)

Thorough investigation of glaze calculation at several temperature ranges; student work will reflect these studies. Prerequisite: Art 241 or 242. (\$20 fee)

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval. (\$0 to \$20 fee)

361 Painting and Drawing III (3)

Intermediate study of the painting and drawing media (materials and methods); emphasis on still life; development and refinement of basic concepts, materials and techniques. Prerequisites: Art 261 and 262. (\$20 fee)

362 Painting and Drawing IV (3)

Intermediate study of the painting and drawing media; emphasis on life drawing and painting; individual philosophies and techniques refined. Prerequisite: Art 361. (\$20 fee)

368 Intermediate Weaving (3)

Basic techniques of weaving patterns on a form harness loom. Prerequisite: Art 268 or 269. (\$15 fee)

376 Art in the Elementary School (3)

Aims and procedures in the development of a creative expression in elementary school children; includes practice and experimentation in various suitable media. (\$20 fee)

401 Advanced Printmaking (3)

Advanced problems and techniques in printmaking; special emphasis on experimental techniques, relief printing, Intaglio, color serigraphy, planographic techniques, development of concept and creative expression; instruction on an individual basis. Prerequisite: Art 201. (\$20 fee)

403 Advanced Photography I (3)

First half of semester is devoted to color posterization; during the latter half, an individual project is offered; student may then explore personal aesthetic or technical interests through his or her photographic series. Prerequisites: Art 203, 303.

404 Advanced Photography II (3)

Advanced student works on a creative independent project; emphasis on the development of one's personal form of expression within the photographic arts, whether through conventional black and white, color posterization, non-silver processes, or even an inter-disciplinary merging of the other media offered in the Fine Arts Department. Prerequisite: Art 403 and permission of instructor. (\$20 fee)

405 Graphic Design III (3)

Advanced course involving the latest photo/graphic techniques used in commercial design; diazo, color key, color xerox, photosilkscreen, *chronatech*, and the making of original dry-transfer sheets are experienced through class work and field trips to commercial labs. Prerequisites: Art 203 and 305. (\$20 fee) (Not offered 1980-1982).

406 Graphic Design Group (3-6)

Advanced students in graphic design participate in design and production of various printed materials published by the College; students work independently in the tutorial method and are guided by a member of the Art faculty. Prerequisite: Permission of the Chairman. (Not offered 1980-1982).

409 History of Art, the Renaissance (3)

Art and architecture of the Renaissance in relation to the political and social structures of the 15th and 16th centuries in Italy.

410 History of Art, 19th Century European Art (3)

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

431 Advanced Jewelry and Metals (3)

Advanced problems in forming and casting metals; emphasis on refinement of techniques and styles. Prerequisite: Art 331. (\$15 fee)

441 Advanced Ceramics (3)

Advanced projects and techniques with instruction on an individual basis to suit the student's needs. Prerequisite: Art 341 or 342. (\$15 fee)

461, 462 Painting and Drawing V, VI (3) (3)

Advanced painting and drawing problems with special emphasis on the development of individual expression, concept, materials and philosophies; instruction is on an individual basis to suit the student's needs. Prerequisites: Art 361 and 362. (\$20 fee each)

476 Methods in Art Education (4)

Philosophy, curriculum, and methods pertinent to the development of creative expression for students in grades 1-12; practice in formulating aims, preparing materials, demonstrating processes, evaluating and displaying work done in the classroom situation. Required for certification in grades K-12.

BIOLOGY**Biology Major (including Pre-Medical, Pre-Nuclear Medicine, Pre-Dental, Pre-Veterinary programs)**

A major requires a minimum of 35 credits including Biology 112, 116, 341, 342, and at least one course from each of the following Core areas:

1. Growth and development: Biology 230
2. Cellular and molecular biology: Biology 325 or 330
3. Physiological and biochemical principles: Biology 321 or 331-332
4. Environmental biology: Biology 310 or 312
5. Biological Theory: Biology 440 or 475

Students planning to teach at the secondary level add Biology 476. Students majoring in biology must minor in either chemistry or mathematics. In any event they must include the following: Chemistry 111-112 and 243-244; Math 111 and 211. Biology majors are required to achieve a satisfactory score on the advanced biology test of the Undergraduate Assessment Program. Students planning to attend graduate school may submit GRE scores to fulfill this requirement.

Medical Technology

A student majoring in medical technology must meet the following requirements: Biology 112, 116, 230, 325, 331, 332, 341, 342, 346. Also required as part of the program are Chemistry 111, 112, 243, 321; Math 111, 211; Physics 151; and the distribution requirement. After completing this 90-credit program, the student may apply for a twelve-month period of academic and clinical training in a School of Medical Technology approved by the American Medical Association and the American Society of Clinical Pathologists. The College will grant 30 semester hours of credit for the Internship program. At Mt. Sinai,

course credit assignment is as follows: Clinical Microbiology 7 credits, Immunology 7 credits, Clinical Chemistry 7 credits, Hematology 7 credits, Special Topics in Medical Technology 2 credits. Upon completion of the twelve-month internship, the student receives a Bachelor of Science degree with a major in medical technology. Students must apply individually for the year of clinical training. Schools of Medical Technology selectively admit qualified students on an individual basis.

Biology Minor

A minor in biology requires 20 credits including Biology 112 and 116.

Students majoring in biology or medical technology must maintain a 2.0 (C) average in corequisite courses in chemistry and mathematics. Students who have achieved junior status must maintain a 2.5 (C+) average in their major. Majors may not include toward graduation the 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.

Course Descriptions — Biology prefix: BIO

101-102 General Biology I and II (1-6)

Organized according to modules; student may elect as many as three modules during one semester; content of the module may change each semester and is announced during the semester prior to registration; typical modules have included Cell Biology, Developmental Biology, Ecology, Florida's Environment, and Introductory Genetics.

103 Biological Crisis (3)

Current critical areas in biology; typical areas have included Environmental Crisis, Energy Crisis, Disease Crisis - Alcoholism, Drug Addition.

112 Botany (4)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 3 hours laboratory weekly. (\$30 fee)

116 Zoology (4)

Animal kingdom including basic facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. 3 hours lecture, 3 hours laboratory weekly. (\$30 fee)

230 Human Anatomy (4)

Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (\$35 fee)

253 Introductory Microbiology (4)

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. Prerequisite or corequisite: Chemistry 152. Open to non-science majors only. (\$45 fee)

300 Special Topics (3)

Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Biology 112 or 116 or departmental approval.

310 Marine Biology (4)

Common marine organisms of the littoral seas, coral reefs, and open ocean; interrelationships and problems of adaptation and survival. 3 hours lecture, 3 hours laboratory weekly; field trips by announcement. Prerequisite: Biology 116. (\$30 fee)

312 Ecology (4)

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 hour lecture, 3 hours laboratory including field work. Prerequisite: Biology 112 or 116. (\$30 fee)

321 Plant Physiology (4)

Activities important to plants, such as photosynthesis, water transport, responses to light, hormonal responses and regulation of growth, mineral nutrition. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 112; Chemistry 243, 244. (\$30 fee)

325 Microbiology (4)

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 112 or 116; Chemistry 243. (\$45 fee)

330 Cell Biology (4)

Biological processes in viruses, bacteria, plant and animal cells, with emphasis upon the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory. Prerequisites: Chemistry 243-244; Biology 112, 116. (\$30 fee)

331-332 Physiology (4-8)

Principles of animal physiology with special application to man. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 230; Chemistry 152, or 243, 244. (\$0 fee)

341 Genetics (5)

Study of the principles of modern genetics and the classical theories of heredity, including viral, bacterial and Drosophila techniques. 3 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 112, 116; Chemistry 243. Strongly recommended: Biology 325. (\$40 fee)

346 Parasitology (4)

Morphology, taxonomy, identification, life history, host-parasite relationship, and control of protozoan, helminth, and arthropod parasites. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 116 or equivalent. (\$30 fee)

352 Biochemistry (4)

Molecular structure in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. Same as CHE 352.

440 Evolution (3)

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisite: Biology 341.

450 Histology (4)

Microscopic study of animal tissues, with the relationship between structure and function stressed. Two hours lecture, four hours laboratory weekly. Prerequisites: Biology 116 or equivalent; Biology 230. (\$30 fee)

451 Embryology (4)

Vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers, and organ system. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent, Biology 230. (\$30 fee)

475 Seminar (2)

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

476 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: Departmental approval.

480-490 Medical Technology (30)

Twelve-month period of academic and clinical training in a school of medical technology approved by the American Medical Association and the American Society of Clinical Pathologists.

259, 459 Independent Study (3) (3)

Opportunity for extensive study in areas of special interest to the student. Prerequisite: Departmental approval.

295, 495 Research (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 selected staff member. (\$30 fee)

CHEMISTRY

Students electing a chemistry major should have a satisfactory background in high school chemistry and a minimum of 3 1/2 years of college preparatory mathematics.

The course of studies for the chemistry major may be adapted to the interests and goals of the individual student. Generally, it will include from 30 to 40 credits of chemistry and approximately 30 credits in related sciences and mathematics, including Mathematics 111, 211-212 and Physics 201, 202.

A satisfactory score on the Field Test of the Undergraduate Assessment Program is required for graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement. (GRE scores must be available before the UAP campus testing date.) The minimum grade of C is required in all major courses.

A minor in chemistry (20 credits) includes Chemistry 111, 112, 243.

A student planning to study pharmacy can take up to two years of pre-pharmacy preparation under the direction of the Physical Sciences Department.

Course Descriptions — Chemistry Prefix: CHE

105 Fundamentals of Chemistry (3)

Non-mathematical treatment of selected topics for the general student who will take no additional courses in chemistry. (\$15 fee)

110 Preparation for College Chemistry (2)

Preliminary course for students who wish to begin a major or minor sequence in chemistry but do not qualify for admission to Chemistry 111; given on CR/NC option only; credit not applicable toward the major or minor; four class meetings per week.

111, 112 General Chemistry and Qualitative Analysis (4) (4)

Chemical principles and descriptive inorganic chemistry for students majoring in science and mathematics. 3 hours lecture; 3 hours laboratory. Prerequisite: Chemistry 110 or satisfactory score on chemistry placement test. (\$30 fee ea.)

152 Introduction to Organic and Biological Chemistry (4)

Organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: high school chemistry or Chemistry 105. (\$30 fee)

241 Organic Chemistry Survey (4)

Structure and reactions of monofunctional compounds, with related laboratory.

243, 244 Organic Chemistry (4) (4)

Carbon compounds, with attention to theory. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Chemistry 112. (\$50 fee ea.)

321 Quantitative Analysis (4)

Theory and practice of analysis, including volumetric, colorimetric, gravimetric and electrochemical procedures. 2 hours lecture, 6 hours laboratory. Prerequisite: Chemistry 112. (\$50 fee)

352 Biochemistry (4)

Molecular structures in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. See Biology 352. Prerequisite: Chemistry 243.

355 Basic Physical Chemistry (3)

Selected topics in physical chemistry; for students in the life sciences as well as those who will continue in the physical chemistry sequence. Prerequisites: Chemistry 112, Physics 202, Mathematics 211.

356, 357 Physical Chemistry (3) (3)

Quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisites: Chemistry 355 or permission of Department, Physics 202, Mathematics 212 or equivalent.

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics; one four-hour laboratory weekly. Prerequisite: Chemistry 355 and permission of Department. (\$30 fee)

447 Advanced Organic Chemistry (3)

Organic reaction mechanisms. Prerequisite: Chemistry 244. Corequisite: Chemistry 355.

460 Inorganic Chemistry (3)

Senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356.

476 Teaching Chemistry in the Secondary School (3)

Special methods course in teaching high school chemistry. Prerequisite or corequisite: Chemistry 356. Tutorial.

259, 459 Independent Study (3) (3)

Opportunity for work in areas of special interest to the student. Prerequisite: Departmental approval.

COMMUNICATION ARTS

Communication Arts is an interdisciplinary major offering a broad background in modes of human communication. The major includes a minimum of 40 credits with at least 15 hours in each of two areas out of the five shown below:

1. Journalism

108	Techniques of Reporting	(3)
242	Interpretive Reporting	(3)
315	Photojournalism	(3)
345	Copy-editing and Layout I	(3)
346	Copy-editing and Layout II	(3)
343	Laboratory Practice	(1-4)
470	Seminar in Journalism	(3)

2. Theatre and Speech

This category includes courses in acting (155, 156, 255, 445), directing (323, 324), technical theatre (391, 392, 393), theatre history (439, 440, 441), and speech (101, 104, 213).

3. Languages

In this category courses are acceptable beyond the introductory level in composition and literature. The selected language may be English, French, or Spanish, but not one's native language.

4. Photography

203	Basic Photography	(3)
303	Intermediate Photography	(3)
315	Photojournalism	(3)
403	Advanced Photography I	(3)
404	Advanced Photography II	(3)

5. Media			
COM 104	Interpersonal Communication (also SPE 104)	(3)	
COM 200	Introduction to Mass Media	(3)	
COM 204	Introduction to Television & Broadcast News	(3)	
COM 362	Principles of Public Relations	(3)	
COM 371	Media Law and Ethics	(3)	
COM 441	Internship	(6)	

The minimum grade of "C" is required in all major courses. The integrative experience is satisfied through a departmental examination.

Course Descriptions – Communication Arts Prefix: COM

104 Interpersonal Communication

Problems of contemporary social communication, interpersonal relationships, and the influences of the media on communication. (also SPE 104)

200 Introduction to Mass Media

Processes, systems and effects of the printed and electronic media; the role of newspapers, magazines, movies, radio and television.

204 Introduction to Television and Broadcast News

Writing and preparing news for radio and television broadcasts; editing and video pieces; analysis of news presentation on the electronic media.

362 Principles of Public Relations

Basic concepts of public relations; the tools and media used in communicating with the public.

371 Media Law and Ethics

Relationship of mass media to society: responsibility, regulations and philosophy.

441 Internship

Communication techniques involving practical experience under professional guidance and critique.

ENGLISH

The program for a student who desires to major in English consists of a minimum of 30 credits, including the regular freshman courses in writing and the sophomore survey of English literature. Beyond this, the student will elect, with the direction of an advisor, courses that will complete the program. The program for a student who desires to minor in English consists of 20 credits.

Students majoring in English must achieve a satisfactory score on the literature test of the Undergraduate Assessment Program. Students planning to attend graduate school may submit GRE scores to fulfill this requirement. The minimum grade of C is required in all major courses.

Course Descriptions – English Prefix: ENG

103 English for Foreign Students I (3)

Intensive course for non-native speakers; emphasis on grammar and syntax in preparation for attaining the writing skills necessary to pursue a college career in the United States. (This course does not fulfill distribution requirements. Students who have successfully completed ENG 111 or equivalent may not earn credit for this course).

104 English for Foreign Students II (3)

Intensive course for non-native speakers; stress on reading, writing, and speaking skills needed for college and business. (This course does not fulfill distribution requirements. Students who have successfully completed ENG 111 or equivalent may not earn credit for this course).

109 Basic Grammar and Usage (2)

Practice in application of fundamental skills in English. (This course does not fulfill distribution requirements. Students who have successfully completed ENG 111 or equivalent may not earn credit for this course).

211 Technical Writing (3)

Writing projects which include summary, report, letter, position paper and research; emphasis given to correct and direct prose, vocabulary development, and idiomatic English.

213, 214 English Literature (3) (3)

Historical survey of the literature of England to the twentieth century.

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.

306 Creative Writing (3)

Introductory course with lectures on techniques and criticism of work in progress.

308 Resumes and Interviews (1)

Writing and speaking skills appropriate to job seeking: career information, interview, resume, reference letters, psychological aspects; a competency-based course.

310 Advanced Grammar (3)

English syntax with emphasis on the traditional approach.

312 Expository Writing (3)

Study of and practice in writing expository forms of discourse.

313, 314 World Literature (3) (3)

World masterpieces from the Ancient East and West to the twentieth century.

315 The Novel (3)

Structural analysis of the novel; selections follow a chronological arrangement.

320 Children's Literature (3)

Survey of literature suited to the needs of children. Same as EDU 320.

321 Elizabethan Literature (3)

Selections from the poetry, prose, and drama of Elizabethan England.

322 Seventeenth Century Literature (3)

Donne through Milton.

323 Restoration to 1784 (3)

Reading and critical discussion of the non-dramatic literature of the age: Dryden, Pope, Swift, and Johnson.

325, 326 American Literature (3) (3)

American letters from the Colonial period to the present.

327 The Romantic Poets (3)

Blake through Byron.

328 The Victorians (3)

Selected readings from Tennyson, Browning, Arnold, and the non-fiction prose writers.

387 Introduction to Literary Theory and Criticism (3)

Introduction to a literary theory and a history of literary criticism.

403 History of the English Language (3)

Formation and growth of the language; study of sources, structure, and idiom, and of American modifications of the language.

407 Shakespeare (3)

Selected Shakespearean plays studied in relation to the development of Shakespeare's art. Same as TH 407.

425 Advanced American Studies (3)

Selections from the American Romantics.

429, 430 English Studies I, II (3) (3)

Selected literary topics, including thematic, genre, and historical approaches.

439, 440 Theatre History I, II (3) (3)

Theatrical event and its attendant literature from ritual beginnings to the closing of the theatres in England; from the Restoration to the 1950's and the advent of Absurdist theatre. Same as TH 439, 440.

441 Contemporary Theatre (3)

Study of the plays and theatrical practices of modern day. Same as TH 441.

451 Medieval Literature (3)

Critical study of the literary types current in medieval England, with emphasis on Chaucer.

460 Modern Literature (3)

Selected works from twentieth century world literature.

476 Teaching of English in the Secondary School (3)

Problems confronting teachers of English in the secondary school, organization of courses, standards of criticism, sources of materials and textbooks, and methods of teaching.

487 Intensive Seminar (3)

Research under direction of instructor.

491 Comparative Literature (3)

Comparative thematic and structural approach to some Oriental and American masterpieces in order to speculate about cultural similarities and differences, to determine whether the virtue of art is reflected in much the same way in diverse cultures, and to observe the influence of some ancient masterpieces on modern works from diverse cultures.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

FRENCH

A minor in French requires a minimum of 20 credit hours. Students may at the recommendation of the department chairperson supplement their course work by study abroad. They may earn up to nine credits in France or any other recommended French speaking country.

Course Descriptions — French Prefix: FRE

101-102 Elementary French (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 laboratory hours required.

203-204 Intermediate French (3) (3)

Intensive oral and written review of pronunciation and the structures of the French language; recognition and active handling of aural comprehension and oral production; reading and writing. Laboratory hours required.

250-251 Advanced Conversation and Composition (3) (3)

Aural-oral diction and fluency in the spoken idiom; 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. Laboratory hours required.

300 Special Topics (3)

Content to be determined to fill specified needs or interests.

331 French Classicism (3)

Classical and baroque in French seventeenth century literature; themes and structures in works of the principal literary figures of the day, such as Descartes, Pascal, La Bruyere, Corneille, Moliere, Racine, Mme. de Lafayette, de Sevigne, La Fontaine.

333 Eighteenth and Nineteenth Century French Literature

Focus on Eighteenth and Nineteenth century French literature; themes and structures in the works of the principal literary figures of both centuries.

450 French Culture and Civilization (3)

Survey of the life and culture of the French people.

460 Contemporary French Literature (3)

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

GEOGRAPHY

Course Descriptions – Geography Prefix: GEO

303 Geography of Europe (3)

Europe with an emphasis on man, his culture, economy, history, and political entities on a regional basis; man's adaptation and development in relation to his physical environment, and the influence of environment upon man and his activities.

305 Latin American Geography (3)

Latin America with an emphasis on man, his culture, economy, history and political entities on a regional basis; focus on man's adaptation and development in relation to his physical environment and the influence of environment upon man and his activities.

307 Physical Geography (3)

Holistic approach to man in nature; climatic, physical, biochemical, economic, and political influences upon the ecological structure of the Earth; Earth resources and conservation.

308 United States Geography (3)

Survey of physical, cultural, and economic relationships in the contemporary setting of the United States.

HISTORY

Requirements for a major in history are: 30 credits, with a minimum of 18 in upper biennium courses, including nine hours of 400-level courses but excluding 476. Required courses include History 101, 102, 201 and 202. Students seeking secondary certification should add History 476.

Graduation requirements include earning a minimum grade of C in all major courses and achieving a satisfactory score on one of the following: Undergraduate Assessment Program in History, Graduate Record Examination in History, or Law School Admissions Test. Requirements for minors are 21 credits, including History 101, 102, 201, 202, and nine credits in upper-biennium courses.

Course Descriptions – History Prefix: HIS

101, 102 Survey of Civilization; Origin and Development (3) (3)

Origins and formative influences in the culture of the world; incorporates non-western materials as they have influenced western thought and activity; first semester concludes with the French Revolution; second semester reviews world development from the eighteenth century to the present.

210, 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 (3-12)

Contents to be specified by the Department according to the interest and expertise of faculty members and the specific needs and/or interests of the students.

308 History of Asian Civilizations (3)

Overview of selected major Asian nations with emphasis on twentieth century developments.

335 Modern Russia: The Twentieth Century

Examination of the origins and development of Soviet Russia; emphasis on the Soviet role in world politics particularly in the post-1945 era.

336 Great Britain in the Modern Era (3)

Political, social and cultural history of Great Britain; emphasis on the emergence of the British nation, the evolution of constitutional government, the effects of imperialism, and the relationship between economic and social structure and change.

384 Latin American National Period (3)

Overview of selected major Latin American nations with emphasis on twentieth century developments (i.e.: Revolutions, Nationalism).

386 Latin America since 1945 (3)

Examination of Latin American affairs since 1945; emphasis on international relations within the Western hemisphere and beyond.

400 Contemporary World (3)

Selected topics in recent world history; emphasis on the interrelatedness of World Affairs in the post-World War II era.

403 American Diplomatic I to 1870 (3)

Foundation of American diplomacy; Monroe Doctrine; foreign wars and diplomacy of America's Civil War. Same as POS 403.

404 American Diplomatic II 1870-1945 (3)

Significant topics in diplomatic history; includes decision-making in the Department of State; role of interest groups in foreign policy. Same as POS 404.

437 European Diplomatic to 1945 (3)

Significant topics in diplomatic history; includes decision-making in selected Foreign Offices; role of selected nations in international policy. Same as POS 437.

441 American Cultural Intellectual (3)

Examination of ideas and their role in the American past; treats materials from the Civil War to the present.

476 Teaching of Social Studies in the Secondary School (3)

Method of teaching social studies, emphasizing the integration of history, a survey of problems confronting secondary school social studies teachers, including an evaluation of courses and textbooks; instruction in the use of audio-visual materials.

487 Seminar (3)

Intensive research under direction of professor.

259, 459 Independent Study (3-6)

Opportunity for extensive research in an historical area of special interest to the student. Departmental approval required.

HUMANITIES

Course Descriptions – Humanities Prefix: HUM

201, 301 Humanities in the 20th Century (4) (4)

Interdisciplinary approach to the history, drama, art, music, philosophy, and literature of the twentieth century; selected cultural activities made available to the students to aid in correlating theory and experience.

205, 206 American Cultures I, II (3) (3)

Historical survey of the arts and their role in shaping artistic expression in the United States and in Latin America.

INTERNATIONAL STUDIES

International Studies is an interdisciplinary major for students with an interest in international culture, international affairs, and international business. The flexibility of the program allows students to select courses appropriate to their region(s) of interest. The program requires a minimum of 63 credit hours distributed according to the following plan:

1. A minimum of 21 credit hours in the comparative study of cultures, which may include courses in literature, humanities, philosophy, religious studies, and languages at the 250 level and above.
2. A minimum of 21 credit hours in the social sciences, including
POS 100 Introduction to Political Science
HIS 102 Western Civilization from 1648
Also recommended are:
ANT 243 Cultural Anthropology
SOC 372 Social Stratification
POS 309 Comparative Government
POS 325 International Relations
POS 466 Political Development
HIS 400 Contemporary World History
Other regional courses in history and geography
3. A minimum of 21 credit hours in business, including
BUS 181 Concepts of Business Behavior
BUS 201-2 Principles of Economics
BUS 305 Management Concepts and Applications
BUS 351 Comparative Economic Systems
BUS 466 International Business and Finance
Also recommended are
BUS 180 Introduction to Computers
BUS 200 Principles of Accounting I
BUS 371 Social and Ethical Issues in Business

As a prerequisite to business courses and as part of the distribution requirements, students must include MAT 152: Probability and Statistics.

The distribution requirements fulfilled by this major need not be duplicated. In their remaining coursework, students are urged to strengthen each of the three areas of this major and/or select other appropriate electives.

The minimum grade of "C" is required in all major courses. The integrative experience is satisfied through a departmental examination.

JOURNALISM

Journalism is an area in which the ideals of professional education are compatible with those of a liberal arts education. Students minoring in journalism must earn a minimum of 20 credits, including JOU 108, 242, 343, 345, 346. The remaining courses may include JOU 470, ART 300: Photojournalism (Prerequisite: ART 203), ENG 310: Advanced Grammar, ENG 312: Expository Writing, BUS 382: Advertising (Prerequisite: BUS 306).

Course Descriptions – Journalism Prefix: JOU

108 Techniques of Reporting (3)

Basic skills of news gathering; simple news stories; recommended for students wishing to work on campus newspaper.

242 Interpretive Reporting (3)

News reporting with knowledge and understanding; practical exercise in interpretive reporting. Prerequisite: JOU 108.

315 Photojournalism (3)

Emphasis upon direct visual communication and effective documenting of documents; projects involve supportive photography for written journalism and the documenting of photojournalistic subjects and events. Prerequisite: ART 203 (Same as ART 315).

343 Laboratory Practice (1-4)

Developing technical skills for newspaper production in a workshop situation; credit is awarded only when achievement has been documented; specific objectives on file at departmental office. Prerequisite: at least 3 credits in journalism.

345 Copy Editing and Layout I (3)

Techniques of editing, with practical exercises in copy-reading, headline writing, typography, advertising, photography, and layout. Prerequisite: JOU 108.

346 Copy Editing and Layout II (3)

Accuracy and speed in copy processing and page make-up. Prerequisite: JOU 345.

470 Seminar in Journalism (3)

Independent investigation of a problem leading to the development of a series or a free-lance article for publication.

LIBERAL STUDIES

The student electing a major in liberal studies will earn 15 to 21 credits in each of three subjects from one or two of the general areas: humanities, social sciences, and natural and physical sciences. The distribution requirements will include 15 hours (nine and six) in two areas or subjects other than the three selected subjects of the major. A maximum of 30 credits may be chosen from business, education, or social work. The integrative experience will usually consist of the appropriate Undergraduate Assessment Program area test. The minimum grade of C is required in all major courses. The specific program of study and the integrative experience will be determined in consultation with a faculty advisor.

MATHEMATICS

Requirements for a major in Mathematics (30 credits) are Mathematics 211, 212, 213 and a selection of at least 18 credits in upper division mathematics courses, including Mathematics 331, 332, 352, and 452. Students planning to teach secondary school mathematics add 476. The minimum grade of C is required in all major courses.

Recommended minors include Biology, Chemistry, Education, Psychology.

A satisfactory score on the advanced mathematics test of the Undergraduate Assessment Program is required of a mathematics major for graduation.

A minor in Mathematics (20 cr.) includes Mathematics 211, 212 and/or 213.

Course Descriptions — Mathematics Prefix: MAT

101 General Education Mathematics (3)

Nature and application of mathematics for Liberal Studies students; topics selected from algebra, geometry, logic, numeration systems, probability, and statistics.

108 Precalculus Mathematics for Administration and Management (3)

Equations and inequalities; systems of equations and inequalities; vectors and matrices; logarithmic and exponential functions; graphs.

109 Precalculus Mathematics I (3)

Basic concepts of functions and their graphs; polynomial, algebraic, exponential and logarithmic functions and their graphs; applications. Prerequisites: Algebra I and II, geometry or Departmental approval.

110 Precalculus Mathematics II (3)

Trigonometric functions approached through the circular function as well as through angles; extension of coordinate geometry. Prerequisites: Algebra I and II, geometry, or Mathematics 109, or Departmental approval.

111 Precalculus Mathematics Accelerated (4)

Elementary functions, graphs, and applications; polynomial, algebraic, exponential, logarithmic, and trigonometric functions; extension of coordinate geometry. Prerequisites: Algebra I and II, geometry, trigonometry, or Departmental approval.

152 Elementary Probability and Statistics (3)

Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications adapted to needs of students. Not open to mathematics majors.

201 Elementary School Mathematics I (3)

Logic, sets, and whole numbers; fundamentals of arithmetic of whole numbers; algorithms of whole numbers.

202 Elementary School Mathematics II (3)

Extensions of whole number systems; equations and inequalities; basic ideas of plane and space geometry; probability and permutations. Prerequisite: Mathematics 201 or equivalent.

211 Calculus I (4)

Introductory calculus; limit and approximation; differentiation and integration of elementary functions; applications. Prerequisites: Mathematics 109, 110, 111 or Departmental approval.

212 Calculus II (4)

Theory and techniques of calculus; advanced techniques of differentiation and integration; theory of curves; limits of sequences; series. Prerequisite: Mathematics 211.

213 Calculus III (4)

Multivariable calculus; real-valued functions of several variables; partial derivatives; multiple integration; linear differential equations; applications. Prerequisite: Mathematics 211.

300 Special Topics (3)

Contents to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

314 Differential Equations (3)

Linear differential equations; systems of differential equations; numerical solutions; series solutions. Prerequisite: Mathematics 213.

321 Geometry (3)

Geometric proof from axiomatic viewpoint; incidence and separation properties of plane and space; extension of congruence, area, and similarity; advanced topics. Prerequisite: Mathematics 213.

331 Algebraic Structures (3)

Groups; rings, unique factorization domains; fields. Prerequisite: Mathematics 213.

332 Linear Algebra (3)

Linear equations and matrices; vector spaces; linear mappings, determinants; quadratic forms. Prerequisite: Mathematics 213.

352 Probability and Statistics I (3)

Probability theory; random variables; special distributions; topics on statistical inferences; applications. Prerequisite: Mathematics 213.

452 Probability and Statistics II (3)

Estimation; decision theory and hypothesis-testing; relationships in a set of random variables, linear models, and design. Prerequisite: Mathematics 352.

471 History of Mathematics (3)

History and literature in the field; contemporary problems; leading contributions. Prerequisite: Departmental approval.

476 Teaching Mathematics in the Secondary School (3)

Aims, principles, materials, and techniques for teaching mathematics in the secondary school. Prerequisite: Departmental approval.

259, 359 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

MUSIC

Programs are offered leading to the Bachelor of Music degree either in applied music or music education. A minor in music is also offered. A minimum of 22 credits is required for a minor, including MUS 109, 110, 216, and 316. Also required are 4 credits in applied music and 6 credits in ensembles.

All prospective majors must audition or submit a tape recording illustrating skill and/or potential on their primary instrument. This should be normally scheduled at the time of application.

PROGRAMS OF STUDY

The following outlines the program normally required for the B.M. degree. Students who wish to enrich their major may do so by electing courses beyond the degree requirements.

Bachelor Music – Applied		Bachelor of Music – Music Education	
Music Theory	18	Music Theory	18
Applied	16	Music Education	12
History	12	History	12
Ensembles	8	Applied	10
Conducting	3	Conducting	8
Music Elective	3	Ensembles	3
Total Music	60	Total Music	63
Distribution	30	Distribution	30
Non-Music Electives	30	Education	24
		Non-Music Elective	3
Total Hours	120	Total Hours	120

Additional Requirements

Applied majors present a shared recital in the junior year and a full recital in the senior year.

Music education majors present a recital in the senior year. This is normally a shared recital.

All majors are required to attend a designed number of concerts and to perform in informal recitals.

All majors must pass a piano proficiency examination. This is normally completed by the end of the junior year.

All music majors must successfully complete a Departmental Comprehensive Examination during the final semester.

A minimum grade of C is required in major courses.

Course Descriptions – Music Prefix: MUS

108 Introduction to Music (1-3)

Organized in modules; student may elect any combination of modules.

108A Rudiments of Music (1)

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. Music 108A, or its equivalent, is prerequisite for Music 109.

108B Listening to Music (1)

Emphasis on the development of techniques for listening analytically and critically; representative examples drawn from various musical periods.

108C Music and Culture (1)

View of music as part of the cultural process; music approached in terms of the social history of selected periods and related to parallel developments in the other arts and literature.

109 Theory I (3)

Correlated study of the melodic, rhythmic, and harmonic elements of music; includes ear-training and keyboard work.

110 Theory II (3)

Continued study of the elements of music; presentation of harmonic practice on a historical basis; continued work in ear-training and keyboard.

123 Applied Music (1 or 2)

Private lessons for non-majors; one-half hour private lesson, 1 credit; one hour private lesson, 2 credits; may be repeated for additional credit.

130 Functional Piano (1)

Lessons given in a class situation; development of basic keyboard skills. May be repeated for additional credit.

131 Voice Class (1 or 2)

Special attention given to improving the singing and speaking voice through the study of breath control, tone production and diction; not open to students with voice as principal instrument. Prerequisite: Ability to read music in the clef appropriate to student's voice classification.

135, 136 Applied Music (1 or 2)

First and second enrollments on a particular instrument; for music majors only.

168 Percussion Techniques (1)

Playing and teaching methods; for music education majors only.

169 Woodwind Techniques (1)

Playing and teaching methods; for music education majors only.

170 Brass Techniques (1)

Playing and teaching methods; for music education majors only.

171 String Techniques (1)

Playing and teaching methods; for music education majors only.

180/380 Choir (1)

First four semesters of enrollment - 180; fifth and subsequent enrollment - 380.

186/286/

386/486 Chamber Ensemble (1)

Selected ensembles; student may enroll concurrently in two different ensembles.

191/391 Show Choir (1)

Open by audition only; first four semesters of enrollment; 191; fifth and subsequent enrollments, 391.

211 Theory III (3)

Advanced harmonic practices of the 18th and 19th centuries; analysis of representative compositions.

212 Theory IV (3)

Harmonic practices of the 20th century including analysis techniques.

216 Music of the Classical Period (3)

Development of music in the period including extra-musical influences.

287/288 Applied Music (1 or 2)

Third and fourth enrollments on a particular instrument; for music majors only.

300 Special Topics (1-3)

Course content designed to fill specific needs or interests.

302 Accompaniment (1)

Formal instruction in the art of accompaniment; practical experience gained via recital assignments; required for applied piano majors; may be repeated for additional credit.

305 Counterpoint (3)

Analysis and writing; emphasis on Baroque techniques.

311 Instrumentation (3)

Scoring methods for instrumental combinations.

316 Music of the Romantic Period (3)

Development of music, including extra-musical influences.

317 Music of the 20th Century (3)

Development of styles, including extra-musical influences.

318 Music of the Pre-Classical Period (3)

Historical development of music with emphasis on the Baroque period.

321 History of Jazz (3)

Origins and development of jazz culminating in the Big Band Era.

335, 338 Applied Music (1 or 2)

Fifth and Sixth semesters of study on a particular instrument; for music majors only.

376 A,B,C. Teaching Music in the Elementary Schools (1-3)

Organized in modules; 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.

376A Music Rudiments (1)

Fundamental concepts of such elements as rhythm and pitch; may be passed by exemption examination.

376B Classroom Instruments (1)

Playing techniques of instruments commonly used in the classroom; discussion includes percussion, wind and string types; may be passed by exemption examination.

376C Classroom Practices (1)

Use of music, methods and materials which the elementary teacher can use to develop and guide musical experiences within the classroom; required of all students enrolled in Music 376.

377 Music in the Elementary School (3)

Study of the music program including methods and materials; for music education majors only.

384 Conducting (3)

Basic techniques of instrumental and choral conducting.

476 Music in the Secondary School (3)

Study of the junior and senior high music programs; for music education majors only.

487, 490 Applied Music (2)

Seventh and eighth semesters of advanced study on a particular instrument; for music majors only.

PHILOSOPHY

Philosophy is the way of understanding all reality through human reason alone. To philosophize is to attempt to formulate the ultimate answers to the basic questions concerning human existence and the universe. The principles gained in this discipline aim at unifying all other studies. The various philosophy courses seek to present and evaluate the positions and methods of the great philosophers; to interrelate philosophy with other disciplines in considering contemporary problems; and to encourage critical thinking. The philosophical experience has as its goal the attainment of wisdom.

A minor in Philosophy requires a minimum of 20 credits.

Course Descriptions – Philosophy Prefix: PHI

122 Thought of Spain and the Americas I (3)

Major trends in Hispanic and American thought from its origins to the 19th century in historical and cultural context; development of ideas and their influence on the hemisphere. Given in English. (Cross-Cultural Program).

123 Thought of Spain and the Americas II (3)

Major trends in Hispanic and American thought of the 19th and 20th centuries in historical and cultural context; development of ideas and their influence on the hemisphere. Given in English. (Cross-Cultural Program).

151 Discovering Philosophy (3)

Opportunity to recognize, to formulate, and to clarify representative philosophical problems of human experience and knowledge; recommended preparation for all 200 level courses and above.

152 Methods of Reasoning (3)

Various methods of reasoning, including deduction and induction, traditional formal logic, elements of symbolic logic, and criticism of fallacious reasoning.

283 Philosophical Psychology (3)

Origin and destiny of human beings; their materiality and spirituality; their individual and social nature; human freedom; cognition and volition; different order of human needs; and their unity within the complexity of activities.

292 Ethics (3)

Nature of the human good; moral good and evil; moral habits; law and obligation; the ultimate end of human nature; critical analysis of moral systems; discussion of selected contemporary ethical issues. Recommended preparation: PHI 283.

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 Spanish-American Philosophers (3)

Major ideas of the most important Spanish and Spanish-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, Verona, Ingenieres, Vasconcelos, Romero, Francovich, etc. Given in English.

308 Philosophy of Law (3)

Philosophies of law, including natural law theory, legal positivism, American legal realism, Marxism, and recent theories; relationship of law and morality; concepts of justice, responsibility, and punishment; the conscientious objector.

313 Philosophy of Art (3)

Philosophical study of the nature of art; relation between the various arts; principles of art criticism; religious art and symbolism. Same as ART 313.

314 Transcendental Philosophy (3)

Science of being as being; analogy and unity; substance and accident; potency and act; the transcendentals; the principles of knowledge, causes of being, the existence of God.

320 American Philosophers (3)

European influences; Colonial thinkers; philosophy of the Founding Fathers; Transcendentalism; Pragmatism; Naturalism; recent developments.

347 Social Philosophy (3)

Selected classical and contemporary philosophical theories about the nature and goals of human society.

355 Philosophy of Politics (3)

Chronological treatment of the political theories of the major philosophers from classical to modern times.

453 Bio Medical Ethics (1-10)

Interdisciplinary investigation of current ethical issues in health care and the medical, biological, and behavioral sciences; organized according to modules which may change each year. Module a (Ethical Foundations) is a prerequisite to all other modules.

453a Ethical Foundation (1) (Prerequisite to all other modules)

Philosophical ethics; professional codes of ethics; professional responsibilities.

453b Genetics and Reproduction (1)

Artificial insemination; genetic engineering; genetic counseling; genetic screening; cloning and in vitro fertilization; pre-natal diagnosis.

453c Limitation of Reproduction (1)

Ethical issues relating to birth control, sterilization, and abortion with reference to social, psychological, biological, and legal aspects.

453d Ecological and Environmental Ethics (1)

Ethical study of the effect of man's intervention in the manipulation of the environment; epidemiological and moral consequences of ecological imbalance; pollution; industrial health regulations.

453e Human Experimentation (1)

Ethical aspects of clinical investigation; organ transplantation; informed consent to participation in research; institutional guidelines on human research; behavioral research; research on prisoners, mental patients, children, and fetuses.

453f Death and Dying (1)

Care of terminally ill patients; decisions concerning withholding of life-saving treatment; defining death; the right to die and death with dignity; decisions about the newborn; suicide; euthanasia.

453g Health Care Delivery (1)

Analysis of structural and ideological interests that lead to numerous value conflicts within the health care system in the United States; regulation of health care and quality control; societal and personal responsibilities in the health sector; iatrogenesis, medical dependency; self help and self care.

453h Mental Health (1)

Total institutions; incarceration; commitment; right to treatment; physical manipulation of the brain; drug therapy; psychotherapy; behavioral modification.

453i Population Ethics (1)

Population trends and public policy; relationships existing between development, environment, and population; ethical aspects of population control.

453j Clinical Setting and Interaction (1)

Analysis of the various life-worlds with which the health care professional interacts; verbal and non-verbal factors influencing professional role interaction, care process and patient outcome; investigation of diverse models of health care relationships; transference and counter-transference; truth-telling; patients' rights; confidentiality; informed consent; professional liability.

456 Modern and Contemporary Philosophy (3)

Major ideas of selected modern and contemporary thinkers in the context of their origin, development, and influence on western culture.

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.

PHYSICAL EDUCATION

The variety of individual activities and skill levels affords each student a choice to suit 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 worthy use of leisure time, and to prepare for future recreational participation. Students must register for Credit/No Credit in all courses.

Course Descriptions – Physical Education Prefix: PHE

105, 106 Beginning Activities (1-8)

Activities offered include archery (\$5.00), bowling (\$20.00), canoeing (\$5.00), golf, gymnastics, judo and self-defense, physical fitness, sailing (\$23.00), skin and scuba diving, swimming, tennis (\$5.00).

205, 206 Intermediate Activities (1-8)

See Physical Education 105 and 106. Prerequisite: Physical Education 105 and 106 in the same activity, or approval from instructor.

264 Lifesaving (Advanced) (1)

Personal safety, self-rescue, and rescue of others in, on, and around the water; American Red Cross Advanced Lifesaving Certification.

265 Water Safety Instructor (2)

Methods of teaching swimming and lifesaving; American Red Cross Water Safety Certification. Prerequisite: PHE 264.

300 Special Topics (1-3)

Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.

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, and the allied health areas; and to provide opportunities for liberal arts students to see the world around them with new understanding.

Course Descriptions – Physics Prefix: PHY

105 Physical Science (1-3)

Organized according to modules; student may elect as many as three modules during the semester; each module centers on one topic, which is developed through demonstration, lecture, and simple laboratory exercises.

151 Introductory Physics (4)

Basic concepts of physics, for students requiring a one semester course. 3 hours lecture, 2 hours laboratory. (\$20 fee)

201, 202 General College Physics (4) (4)

Mechanics, heat, wave phenomena, electricity and magnetism, optics, modern physics; for students of science and mathematics. 3 hours lecture, 3 hours laboratory. Prerequisite: MAT 111 or equivalent; recommended: MAT 211. (\$30 fee each)

POLITICAL SCIENCE

The Political Science program pursues three basic objectives: to explore the nature of politics – its purposes, limitations, and significance in human life; to promote understanding of the American regime; and to develop a capacity for intelligent evaluation of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time.

Requirements for a major in political science are: 30 credits including POS 100, 301, 302, 307, and 425.

Graduation requirements include: 1) earning a minimum grade of C in all major courses. 2) achieving a satisfactory score in one of the following: Undergraduate Assessment Program in Political Science, Graduate Record Examination in Political Science, or the Law School Aptitude Test for prospective law students. 3) successfully completing a seminar paper (POS 487) or an approved internship (POS 491). Students majoring in Political Science are strongly urged to carry a minor in history. Also recommended are MAT 152, PHI 355, SOC 409 and BUS 202.

Requirements for minors are 21 credits, including POS 100, 301, 307, and 425.

Course Descriptions – Political Science Prefix: POS

100 Introduction to Political Science (3)

Broad exposure to the field including discussion of the major approaches to the study of politics and government; questions asked by political scientists; major subfields within the discipline; and discussion and analysis of contemporary events.

102 Introduction to Comparative Government (3)

Comparative treatment and evaluation of three national governments.

300 Special Topics (3-6)

Content to be determined by the Department according to the faculty and the specific needs and/or interests of the students.

301 American Government (3)

National Government and its structure; administrative practices of the central agencies of authority in the United States. Prerequisite: POS 100.

302 State and Local Government

Role of cities, countries, and states in our federal system as well as the interrelationships among them; analysis of the politics of local government; role of political parties and interest groups; particular attention devoted to Dade and Broward Counties as well as the state of Florida.

305 The Executive Process (3)

Study of the complexities of the executive process; particular attention devoted to the office of the President of the U.S. with emphasis on twentieth century incumbents. Prerequisite: POS 100 and 301.

306 Legislative Process (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 100 and 301.

307 The Judicial Process (3)

Overview of the adjudicative process; analysis of the organization and jurisdiction of the Federal Courts; contemporary constitutional issues in their historic context; analysis of landmark decisions using the case method. Prerequisite: POS 100 and 301.

309 Comparative Government and Politics (3)

Analysis of politics and government of western European democracies with some attention devoted to ancient regimes, communist systems, and less developed countries. Prerequisite: POS 100.

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 100, HIS 102.

403 American Diplomatic I to 1870 (3)

Foundation of American diplomacy; Monroe Doctrine; foreign wars and diplomacy of America's Civil War. Same as HIS 403.

404 American Diplomatic II 1870-1945 (3)

Significant topics in diplomatic history; decision-making in the Department of State; role of interest groups in foreign policy. Same as HIS 404.

425 Political Theory (3)

Inquiry into the nature of man and corresponding views of the republica based upon classical and modern texts. Prerequisite: PHI 355/Departmental approval.

429 Public Administration and Policy (3)

Analysis of the nature of the field; structures and informal decision making processes as well as staff organization and chain of command; particular attention devoted to linkage between public agencies, public policy outputs, and the democratic process. Prerequisite: POS 100 and 301.

437 European Diplomatic History to 1945 (3)

Significant topics in diplomatic history; decision-making in selected Foreign Offices; role of selected nations in international policy; includes from 1870 to 1945. Same as HIS 437.

466 Political Development (3)

Analysis of the crisis of modernization in less developed countries; role of elites and problem of legitimacy. Prerequisite: POS 100, and HIS 102.

487 Seminar (3)

Guided individual reading and study; seminar discussions on selected topics and/or authors. Departmental approval required.

499 Internship (3)

Opportunity to integrate scholarly activities and the art of politics. Prerequisite: POS 100 and 301/Departmental approval.

PRE-LAW

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 majors in History, Accounting, English, etc., it offers the best immediate preparation for the LSAT that is required for entry into any law school.

Students will include the following courses as part of the major and distribution requirements:

REL 121, 214; PHI 152; BIO 101; MAT 152; ENG 111, 112, 312; SPE 104; PSY 281; SOC 263, 370; ANT 243; POS 307; HIS 101-102, 201-202; BUS 201-202; BUS 200; Survey in Art Literature, or Music (6 credits).

Recommended courses are:

BUS 181, 362, 339-340; BUS 430; HIS 400, 441, 487; PHI 292, 308, 347, 453; REL 465.

Students completing a pre-law major must maintain a minimum 2.5 in their major and must attain a satisfactory score on the LSAT. (Law School Aptitude Test).

A major in pre-law combines the distribution (30 credits) and the major (60 credits) into a 90-credit interdisciplinary program as shown below. The remainder of the program is comprised of 30 credits in electives.

Distribution and Major

Science	6
Humanities	9
Communications	12
Rel. Studies & Philosophy	15
Statistics	3
Business & Economics	15
History & Political Science	15
Psych. & Socio. & Anthropology	15
	90

PSYCHOLOGY

The psychology major requires 30 credits in addition to Math 152. The required courses include Psychology 281, 320, 328, 333, 382, 413. The student is permitted wide flexibility in the choice of the remaining elective courses from the various sub-specialities of psychology. Psychology 281 is a prerequisite to all other psychology courses.

Psychology minor (21 cr.): Psychology 281, 333, 382, 413, and 9 elective credits within the discipline above 281. The minimum grade of C is required in all major courses including Math 152. A minimum score of 25th percentile is required in the GRE or Undergraduate Assessment Program.

Course Descriptions – Psychology Prefix: PSY

150 Peer Group Counseling (1)

Freshmen students volunteer for weekly group discussions, with trained sophomore or junior leaders under professional supervision; groups are designed to reduce anxiety created by a new environment and to facilitate student adjustment. CR/NR only. Not applicable for major, minor or distribution requirements.

250 Peer Group Counseling (3)

Sophomore or junior students learn fundamentals of helping relationships and leadership skills by participation in the group process; student meets weekly with the instructor and replicates the skills with a small group of freshmen. CR/NC grades only. Not applicable to major, minor, or distribution requirements.

281 Introduction to Psychology (3)

Survey of general principles underlying human behavior, including study of the nervous system, perception, learning, emotion, personality and mental disorders.

300 Special Topics (3)

Content to be determined by the Department as requested by faculty and/or students to fulfill specified needs or interests.

306 Psychology of Women

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.

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.

320 Introduction to Psychological Testing (3)

Testing instruments in clinical, educational, and industrial settings.

323 History and Systems (3)

Consideration of the major historical schools of psychological thought and their relationship to the present-day discipline of psychology.

325 Theories of Personality (3)

Survey of theoretical approaches to the study of personality from Freudian theory to contemporary Humanistic theories.

328 Physiological Psychology (3)

Review of basic neurophysiology including the physiological bases of perception, arousal, motivation, memory, and learning.

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: Psychology 281 and Statistics.

343 Sensation and Perception (3)

Survey of contemporary problems in the area of perception and the theories offered to explain perceptual phenomena.

370 Social Psychology (3)

Cognitive processes, roles, communication and persuasion, aggression and interaction within small and large groups. Same as SOC 370.

382 Developmental Psychology (3)

Analysis of human development from conception through maturity, with emphasis on physiological, cognitive and affective processes at the various stages of development. Same as EDU 482.

413 Psychopathology (3)

Theories of abnormal behavior, pathological syndromes, methods of treatment, and prevention.

415 Techniques of Therapy (3)

Theories and techniques of individual psychotherapy, behavior modification and group approaches. Prerequisite: PSY 281 and PSY 413 and permission of instructor.

423 Industrial Psychology (3)

Application of psychological principles and procedures in business and industry setting; consideration given to topics such as selection, placement, employee motivation, morale and leadership.

449 Adolescent Psychology (3)

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

452 Behavior Problems in Children and Youth (3)

Study of behavior problems in childhood and adolescence ranging from mild adjustment difficulties to psychotic disorders; special consideration given to symptoms, causation and treatment techniques.

455 Gerontological Psychology (3)

Study of the physical, social and psychological components of aging; attention given to the emotional disturbances and treatment facilities available to the geriatric population.

469 Personality and Mental Health (3)

Development of personality in a family setting; mental health and growth producing environments; ingredients in the family (self-worth, communication, system, and rules). Same as EDU 469.

RELIGIOUS STUDIES

A major sequence (36 credits) in Religious Studies consists of the required core courses and a sequence of courses in the area of specialization. Core courses for majors and minors (20 cr.) are REL 122, 214, 305, 337, 407, 408, 487. The minimum grade of C is required in all major courses.

Courses required according to the area of specialization.

- a. Systematic Theology: 309, 416, 417, 433
- b. Religious Education: 310, 340, 422, 476

Majors have an oral comprehensive examination during their last semester.

Course Descriptions — Religious Studies Prefix: REL

121 The Experience of God (3)

Essential transcendence of the human person in relation to the self-revelation of God in human history; response of the human person to the experience of the Sacred.

122 Jesus and the New Testament (3)

Study of Jesus in the New Testament and other sources in light of the examination of the New Testament texts; Jewish and Pagan worlds in New Testament times; history and kerygma; theology and tradition of the apostolic times, and the encounter with Jesus and the Spirit today.

134 Jewish Belief and Practices (3)

Study of the Jewish religion with emphasis on the basic doctrines, ideals and practices which comprise the historic Jewish faith from the traditional and non-traditional points of view. (This course is offered as a Resident Lectureship sponsored by the Jewish Chautauqua Society in honor of Shephard M. Broad).

214 Contemporary Christian Morality (3)

Value choices manifest in the teaching and example of Jesus; basic moral option and the nature of personal responsibility in conscience formation; influence of charity in the moral decisions of a Christian; critical areas in contemporary moral teaching and practice.

215 Liturgy as the Celebration of Life (3)

Dynamic tendency of man to express awareness of the Presence that draws his attention but transcends his knowledge, meaning of symbolic action as paradigmatic of man's living experience of himself and his world; history and validity of Christian sacramental worship.

234 Contemporary Judaism: Modern Jewish Thought (3)

Survey of the religious movements in modern Jewish life: Orthodox, Conservative, Reform, Reconstructionism, Chassidism and Existentialism; analysis of the thought of contemporary Jewish philosophers: Hermann Cohen, Franz Rosenzweig, Martin Buber, Leo Baeck, Mordecai Kaplan, Araham Heschel, Richard Rubinstein. (This course is offered as a Resident Lectureship sponsored by the Jewish Chautauqua Society in honor of Shephard M. Broad).

245 The Spirit of God in the World (3)

Witness of Scripture, theology, and history to the presence and action of the Holy Spirit, the Spirit in the life of Jesus and in the early Church; the "new Pentecost" of Vatican II and the current charismatic renewal.

Rel 300 Special Topics (3)

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

305 The Biblical Covenant (3)

Contract made on Sinai by the people of Israel with Yahweh, their God; ambivalence of Israel and the mission of the prophets; fulfillment of the divine promises in the advent of the Messiah.

307 The Wisdom of the Talmud (3)

Development of the Talmud, the oral law, and an understanding of Rabbinic Judaism; ethical teachings and moral precepts of the synagogue fathers.

309 Wisdom and Prophecy (3)

Study of the Old Testament poetical books, the earliest form of literary expression in Hebrew; the Wisdom Books, God's wisdom personified to the practical philosophy of life then and now.

310 The Social Mission of the Family (3)

Mystery of human love in marriage as sign of God's saving presence in world; role of Christian family in society; pastoral plan of ministry in family life.

337 The History of Christianity (3)

Survey of the beginning, growth and development of Christianity, through the medieval period to the time of the Reformation; post-Reformation trends briefly addressed.

340 The Churches in the United States and Canada (3)

Development of Roman Catholicism in the United States and Canada; focus seen against the backdrop of other Christian traditions in the United States and Canada, with particular emphasis on the Puritan tradition.

407 Christology (3)

Person and message of Jesus as seen in the scriptures and the life of the church; contemporary understanding of Jesus and the challenge of Jesus for the Christian of today.

408 Christian Life and Sacraments (3)

Christian sacraments as seen from the perspective of religious experience and symbol; Christ as primordial sacrament; historical-theological development of each sacrament.

414 Religious Anthropology (3)

Analysis of current cultural, philosophical, psychological and sociological perspectives concerning the nature of man in the light of the contemporary theological understanding of Revelation; illumination of man through the self-communication of the Divine in history.

416 Theology of Grace (3)

Examination of the theological concept of grace; exploration of scriptural texts and theology as it evolved in the church; exploration of the human condition in relation to sin and grace.

417 Revelation and Faith (3)

Fundamental theological concepts of faith, grace and revelation; biblical-historical and contemporary explorations of these concepts.

420 Thomistic Thought in Contemporary Context (3)

Principal teachings of St. Thomas Aquinas, emphasis on his singular contribution to the development of theological science; impact of Thomism on contemporary thought.

422 Human Values and Religious Psychology (3)

Analysis of the potential positive as well as unintended negative functions which religion may play both intrapsychically and socially in the dynamic process of the individual's search for a stable identity and healthful social adjustment.

433 Interfaith Theology and Ecumenism (3)

Second Vatican Council on the unity of the Christian churches and the relation of Christianity to other world religions; influence of non-Catholic and non-Christian writers on the development of Catholic Theology.

465 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 the classical sociologists, Marx, Freud, Durkheim, Malinowski, Weber and their views of the function of religion and the process of secularism. Same as SOC 465.

466 Future of Religion in America (3)

Sociological analysis of the role of religion in American Society; viability of the function in the last quarter of the twentieth century.

476 Processes in Religious Education (3)

Application of recent education, psychological and catechetical theory and practice to religious education from birth through adolescence; catechetical materials in current media of social communication. For majors only.

487 Seminar (3)

Group research and interchange of ideas on a topic of contemporary significance in the field of Religious Studies. Required of major students.

SOCIAL SCIENCE

A minor in Social Science (21 credits) includes six of Political Science (including Political Science 301); 6 of Geography (including Geography 307); 3 of Economics; and 3 of Sociology. The remaining credits may be chosen from any of the Social Sciences. For a History major, the Social Science minor fulfills State of Florida requirements for certification in Social Studies. For non-history majors, at least three semester hours of history should be included.

Course Descriptions – Social Science Prefix: SOS**101 Social Science (3)**

Interdisciplinary approach to the study of society, culture, and basic institutions, with emphasis upon psychology, political science, history and sociology.

SOCIOLOGY

A minor in sociology requires the satisfactory completion of 24 credit hours including 201, 370, 409, and 423. Lower division courses are offered alternate semesters, with the exception of 201, which is offered each semester. Upper division courses are offered alternate academic years.

Course Descriptions - Sociology Prefix: SOC

201 Principles of Sociology (3)

Analysis of society, consideration of cultural and social change, social processes, social institutions, stratification of society, demography, human ecology, minority groups, and urban life.

246 Marriage and the Family (3)

Analysis of the American family as a social institution through consideration of historical and cross-cultural data, psycho-social and sexual behavior.

263 Sociology of Deviant Behavior (3)

Emphasis on theoretical perspectives on the nature of deviance, and application to contemporary problems.

300 Special Topics (3)

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

324 Urban Sociology (3)

Growth and development of the city; urban life, and problems.

370 Social Psychology (3)

Cognitive processes, roles, attitude development and change, communication and persuasion, aggression and interaction within small and large groups. See Psychology 370.

372 Social Stratification (3)

Theories of social class; factors determining class membership; differential class behavior; social mobility, and consequences of social placement.

409 Research Methodology (3)

Research process; methods of data collection, analysis, and interpretation.

423 Sociological Theory (3)

Consideration of the major theoretical perspectives dominating modern sociological theory: functionalism, conflict theory, and symbolic-interactionism.

465 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 uncton of religion and the process of secularization. See Religious Studies 465.

487 Seminar (3)

Intensive exploration of a particular topic relevant to sociology.

SPANISH

Requirements for Spanish major are 30 credits distributed in the discipline, including 18 credits in the upper division. Students planning to teach add Spanish 476. A satisfactory score in the Undergraduate Assessment Program is required for graduation. The minimum grade of C is required in all major courses.

The Spanish program offers a practical training in the areas of written and oral composition. Through this medium, a student acquires a deeper understanding of and increased interest in the culture of another people. These objectives aim to prepare the student to utilize his skills with work related to teaching, diplomatic service, overseas business and industry, social welfare work and the nursing profession.

Spanish majors or minors (20 credits) may, at the recommendation of the Departmental Chairman, supplement their work by study abroad in Spain or any other recommended Spanish speaking country, where they may earn up to nine (9) credits in Spanish.

Course Descriptions – Spanish Prefix: SPA

101, 102 Elementary Spanish (3) (3)

Introduction to Spanish; conversation, with emphasis on a practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations. Language laboratory hours required.

203, 204 Intermediate Spanish (3) (3)

Intensive review of Spanish pronunciation and grammatical patterns; recognition and active handling of aural comprehension and oral production, as well as reading and writing. Language laboratory hours required.

250, 251 Advanced Spanish (3) (3)

Aural-oral diction and fluency; practice in writing Spanish with accuracy; systematic review of the grammatical principles of the Spanish language. Language laboratory hours required; for non-native speakers.

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.

305, 306 Survey of Spanish Literature (3) (3)

Principal movements in Spanish literature; typical works of each period.

313, 314 Survey of Spanish-American Literature (3) (3)

Principal movements of Spanish-American literature; typical works of each period.

350, 351 Advanced Conversation and Composition (3) (3)

Composition and aural-oral diction and fluency; prepared and extemporaneous dialogues, reports and skits on real life situations creating a better understanding of the Spanish culture; primarily for non-native speakers.

370 Hispanic-American Culture (3)

Survey of the life and culture of the Hispanic-American peoples.

379 Spanish Culture (3)

Survey of the life and culture of the Spanish people.

380, 381 Composition and Language Structure (3) (3)

Study of the structure of the Spanish language; techniques of composition; primarily for native speakers.

386 Interdisciplinary Seminar (3)

Cultural selections according to specific needs (Spanish, Philosophy, Music, etc.)

431 An Introduction to Cervantes (3)

Selected works of Cervantes, with special emphasis on Don Quijote and the Novelas Ejemplares.

440 Spanish Literature of the Golden Age (3)

Selected readings, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.

443 Contemporary Spanish Literature (3)

Selections from the poetry, prose and drama of the twentieth century.

459 Independent Study (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

476 Teaching of Spanish in the Secondary School (3)

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials; use of language laboratory.

480 Seminar (3)

Selected literary topics including thematic, genre, and historical approaches.

SPEECH

Course Descriptions – Speech Prefix: SPE

101 Fundamentals of Speech (3)

Knowledge of and training in the principles of speech; practice in reading and speaking before an audience.

104 Interpersonal Communication (3)

Problems of contemporary social communication; interpersonal relationships, and the influences of the media on communication.

213 Oral Interpretation (3)

Basic introduction to the theory and technique necessary for the presentation of prose, poetry, and dramatic literature for an audience.

312 General Speech (3)

Some experience in varied communication skills, public speaking, group discussion, voice production and classroom teaching; for non-majors preparing for career in teaching, public relations and business.

411 Speech Correction for Children (3)

Elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See EDU 411.

476 Teaching Speech and Theatre in the Secondary School (2)

Methods and materials available for teaching speech and for directing extra-curricular speech and drama activities; required for teacher certification.

THEATRE

Students electing to major in Theatre will find a program both diverse and practical in nature. The Department produces three major productions a year on our main stage. Additional activities and opportunities available to the theatre major are participation in Mimic Theatre Company, Puppet Theatre, and Orchestis Dance Company, which tour in the greater Miami area. Technical experience is available to those students wishing to work with professional companies and guest lecturers appearing on Barry's main stage.

The Theatre major prepares students for teaching, performance, and entry into graduate school. For non-majors, the Theatre program includes experience and courses in fundamental methods and content.

The major requires a minimum of forty credits, including Theatre 155, 156, 185, 186, 391, 392 or 393, 439 or 440.

Students seeking certification in education must add Education 318, 453, 441 or 462, 442 or 463, 466, 467 or 468, and 499; and Speech 411 and 476.

In order to fulfill departmental requirements for graduation, students must participate in Theatre productions and must complete a Departmental Comprehensive Examination during their final semester. A minimum grade of C is required in all major courses.

Course Description – Theatre Prefix: TH

105 Theatrical Movement (1)

Introduction to basic dance forms for beginners; includes exposure to beginning ballet, jazz, modern and tap; emphasis differs each semester; no prerequisites.

106 Theatrical Movement (1)

Beginning, intermediate dance techniques, with specific focus on ballet, jazz, and modern and tap dance forms; emphasis varies each semester; Theatrical Movement 105 or permission of instructor; may be repeated for additional credit.

155, 156 Fundamentals of Acting (3) (3)

Creative approach to acting with emphasis on the development of the imagination, flexibility of body movement, and greater ease of communication through Mime; improvisation and basic scene study; additional lab time required.

185 Theatre Production (2-12)

Introduction to all facets of theatrical production, set construction, costume construction, properties, lighting, with practical application. No prerequisites.

205 Theatrical Movement (1)

Intermediate dance techniques and composition with specific focus on modern, jazz, and dramatic dance forms for the stage. Prerequisite: permission of the instructor; may be repeated for additional credit.

206 Theatrical Movement (1)

Advanced dance techniques, improvisation and composition for the stage; focuses on modern, ballet, jazz, and dramatic dance performance techniques. Prerequisite: permission of the instructor; may be repeated for additional credit.

255 Intermediate Acting (3)

Problems of characterizations, interpretation with special emphasis on scene study in laboratory conditions; further investigation of various acting techniques. Prerequisites: Theatre 155, 156 or permission of the instructor; additional lab time required.

288 History and Philosophy of Dance (2)

Progression and influence of dance upon civilization, the arts, and social communication; from ancient to modern.

290 History and Design of Stage Costumes (2)

Introduction to the development and history of costume through the ages and basic techniques of costume design and pattern drafting. Additional lab time required; no prerequisites.

291 Stage Make-up (2)

Basic preparation for make-up design and philosophy, character analysis and actual application of make-up for the stage. Additional lab time required; no prerequisites.

300 Special Topics (3)

Content to be determined to fill specific needs or interests.

307 Performing Lab (2)

Provides the student through Mimic Theatre Company, Puppet Theatre, or Orchesis Dance Company with the opportunity to perform and travel in a student touring company. Prerequisite: permission of the instructor; may be repeated for additional credit.

323 Play Directing (3)

Investigation of the basic theories and traditional techniques of play direction. Prerequisites: TH 155, 156, 255 or permission of the instructor; additional lab time required.

324 Advanced Play Directing (3)

Continued study of directing techniques with specific focus on the student-directed production. Prerequisite: Permission of instructor; additional lab time required.

391, 392, 393 Theatre Design: Stage Lighting, Scene Design and Sound Design (2) (2) (1)

Provides basic principles and theories of lighting, set and sound design for theatrical productions; additional lab time required. Prerequisites: TH 185, 186.

407 Shakespeare (3)

Selected Shakespeare plays studied in relation to the development of Shakespeare's art. Same as ENG 407.

439, 440 Theatre History I, II (3) (3)

Theatrical event and its attendant literature from ritual beginnings to the closing of the theatres in England; from the Restoration to the end of the 19th century.

441 Contemporary Theatre (3)

Continuation of Theatre History from the end of the 19th century through the latest developments of modern theatre productions, concepts and designs. Prerequisite: TH 440. Same as ENG 441.

445 Acting Styles (3)

Advanced study of acting focusing on performance, reflecting historical periods or social cultures. Prerequisites: TH 155, 156,255 or permission of instructor; additional lab time required.



Master of Arts English

Graduate

Sister Dorothy Jehle, O.P., Ph.D., Chairperson

The graduate English program, inaugurated in 1954, is designed for teachers of English in high school, for students planning to continue toward the Ph.D. elsewhere, and for qualified adults interested in broadening their cultural background.

ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college.
- Appropriate undergraduate/graduate hours in English.
- Undergraduate grade average of 3.00 (B) in English.
- Acceptable score on the Advanced Test in English of the Graduate Record Examination.
- Two letters of recommendation in support of graduate work.

TRANSFER CREDITS

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate English degree at Barry College. Such course work must be relevant to the discipline, at B level or better, and must be earned within the seven-year time limitation of the degree.

PROGRAM AND REQUIREMENTS

The Department of English offers two programs of study leading to the Master of Arts degree. Both require a minimum of 30 credits, a B average, and a final written comprehensive examination. Plan I includes a thesis; Plan II, a research paper.

The thesis, if Plan I is followed, may be a paper in research or analysis. The Chairperson, after approving the topic, will assign an advisor and a reader. Final copies of the thesis must be submitted four weeks before comprehensives are taken.

The research paper, submitted in Plan II, differs from the thesis only in length and must be submitted four weeks before comprehensives. This paper is ordinarily directed by the instructor in whose class it was initiated. The final copy is submitted to this instructor or to the Chairperson of the Department of English. Research and thesis papers must follow the MLA style sheet.

The comprehensive examination, taken in the last semester of course work and after acceptance of the thesis or research paper by the Department, covers the candidate's knowledge in the entire field of English language and literature. The examinations are prepared in relation to the student's course work, but they are not confined to courses taken. The student should be prepared to discuss major works, literary and critical movements, historical and philosophical backgrounds, and bibliographical tools. Analysis or criticism may be included. A student may not apply to retake a comprehensive examination within the same semester.

ADVISEMENT

Advisement for all students pursuing graduate courses in English originates at the office of the Department Chairperson. Approval of the research or thesis topic and the assigning of readers is the responsibility of the Department Chairperson.

Descriptions — English Prefix: ENG

All courses numbered 500 are open to undergraduates properly qualified to take them.

503 History of the English Language (3)

Formation and growth of the language; special attention to sources, structure, and idiom; includes a study of American modifications of the language.

507 Shakespeare (3)

Selected Shakespearean plays, studies in relation to Shakespeare's art.

525 Advanced American Studies (3) (3)

Selected readings from major writers of the American Renaissance.

529 English Studies (3)

Selected literary topics, including thematic, genre, and historical approaches.

530 English Studies (3)

Selected literary topics, including thematic, genre, and historical approaches.

541 Contemporary Theater (3)

Study of the plays and theatrical practices of the modern day.

560 Modern Literature (3-3)

Selected prose and poetry of the twentieth century.

591 Comparative Literature (3)

Comparative thematic and structural approach to some Oriental, Continental, and American masterpieces.

All courses numbered 600 and above are open only to students with baccalaureate degrees or their equivalent.

602 Introduction to Literary Theory and Criticism (3)

Philosophy of literature and of literary study.

603 Seminar in English Studies (3) (3)

Selected periods of authors to be arranged according to the needs or interests of students.

604 Critical Approaches to the Novel (3)

Variety of great novel genres (Romantic, Classical, Tragic, Comic) written by authors of different countries, ranging from Homer to Bellows.

620 Age of Chaucer (3)

Major literary works of the Middle Ages with emphasis on Chaucer.

621 Renaissance Studies (3)

Selected readings outside of Shakespeare.

622 Age of Milton (3)

Metaphysicals, Milton.

623 English Classicism (3)

Dryden, Pope, Swift, Johnson.

632 The Romantics (3)

Literature of the first half of the nineteenth century.

633 The Victorians (3)

Literature of the latter half of the nineteenth century.

699 Master's Thesis (6)

Research investigation or analytical study of a work of literature.

701 Directed Research (3)

Opportunity to pursue independent research under the guidance of an advisor from the Department.

Master of Arts Religious Studies

John P. Sause, Ph.D., Chairperson

The graduate program in Religious Studies was inaugurated in the summer of 1969. The urgent need for preparing leaders in this rapidly developing ministry led to the establishment of a Master of Arts curriculum with dual emphasis on theological competence and pastoral training.

In 1974, a specialization in Religious Education Administration was added to the curriculum in response to the demand for developing leadership in this field.

With the emergence of Pastoral Ministry as a specialized field of study, a new graduate concentration in Pastoral Ministry was added to the curriculum in 1978.

The programs in Religious Studies have been enriched by guest lecturers from renowned theological schools in the United States and abroad. The national reputation of the Religious Studies program at Barry College and the excellence of its faculty have attracted students throughout the country and have resulted in a rapid growth of the program.

As the only college in southern Florida with a master's program in Religious Studies, Barry College provides a unique opportunity for graduates from both public and private institutions. Both the curriculum and the students reflect an increasing ecumenism.

ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college with at least a 3.0 grade average (B) record as indicated by transcripts.
- An adequate undergraduate preparation in the area of religious studies and related disciplines (usually 18 hours but subject to review and waiver by department chairperson in special cases).
- Acceptable score on Miller Analogies Test.
- Two professional letters of recommendation in support of the student's competence to pursue graduate study.

PROGRAMS

Four specializations are available within the M.A. in Religious Studies: Biblical, Systematic, Pastoral Ministry, Religious Education Administration. A core, common to each area of specialization, emphasizes the theological base of the program. For completion of the degree students must 1) complete a minimum of 30 credit hours, 2) present a satisfactory research paper according to an acceptable style sheet, 3) pass an oral comprehensive. Moreover, an internship and a project report are required as part of the specialization in pastoral ministry.

CANDIDACY

At the beginning of the program, the student will be issued a compilation of forms which are to be submitted periodically to the department chairman at the appropriate times to mark progress towards the degree.

Degree-seeking students must be admitted to candidacy for the degree before beginning the last twelve semester hours of graduate work. Requirements for candidacy are: completion of 12-18 credit hours of graduate study with a scholastic average of at least B; recommendation by the faculty, and approval of the Department Chairperson.

TIME LIMITATION

Students pursuing specializations in Religious Studies, Religious Education Administration, or Pastoral Ministry are permitted seven years to complete requirements from the date of initial matriculation. Degrees in these areas may be completed on a full or part-time basis, and courses are available during evening or summer session, in addition to the daily schedule of regular terms.

TRANSFER OF CREDIT

A maximum of six graduate semester hours in Religious Studies or Theology may be transferred from another college or university toward a graduate degree in Religious Studies. Such course work must be relevant to the discipline, at B level or better, and must be earned within the seven-year time limitation of the degree.

EXAMINATIONS

Comprehensive exams are required for all specializations. The exams are given in November, April and July. A student may not apply to retake a comprehensive within the same semester.

ADVISEMENT

Advisement for all students pursuing graduate courses in Religious Studies originates at the office of the Department Chairperson. Approval of the research topic and assigning of the faculty advisor are the responsibilities of the Department Chairperson. Credit is not granted for the research paper. Directed Research (REL700) is a separate academic pursuit.

COURSES OF STUDY FOR M.A. IN RELIGIOUS STUDIES

CORE (Required in all specializations)

- 603 Modern Biblical Scholarship
- 604 Anthropology and Faith
- 605 Christ and the Church
- 610 Principles of Christian Morality
- 614 Sacramental Theology

SPECIALIZATIONS

I. BIBLICAL

- 615 Formation of the Synoptic Gospels
- 618 Themes of Old Testament Theology
- 619 The Gospel of St. John

6 credits of electives

II. SYSTEMATIC

- 608 Revelation, Grace and Faith
- 609 Historical, Development of the American Church
- 612 Liturgy and Life

6 credits of electives

III. PASTORAL

- 606 Religious Psychology
- 624 Theology of Pastoral Ministry
- 625 Major Issues in Pastoral Care
- 697 Supervised Ministry

IV. RELIGIOUS EDUCATION ADMINISTRATION

- 633 Adult Religious Education
- 634 Administration of Religious Education Programs
- 639 Foundations of Religious Education

6 credits of electives

Course Descriptions – Religious Studies Prefix: REL

Open to graduate students only.

602 Pastoral ministry in the American Church (3)

Ministry of the Church in the light of the Second Vatican Council; progress of the American Church in pastoral renewal; awareness of the contemporary mission of the Church in regard to the world; emphasis on the dignity of man, on theology of prayer, and on faith in secular culture.

603 Modern Biblical Scholarship (3)

Methods of modern biblical scholarship; consideration of revelation and inspiration, major currents and themes of biblical theology in the Old and New Testament.

604 Anthropology and Faith (3)

Nature and destiny of the human person considered in relation to Jesus Christ; special reference to secularization and faith in God.

605 Christ and the Church (3)

Doctrinal analysis of the Church in its New Testament origin; current ecclesiology as found in the concept of the Church as sacrament of Christ's presence among people, contemporary theological developments in awareness of the Christian mission.

606 Religious Psychology (3)

Application of psychological principles and recent investigative studies to various modes of religious behavior; relationship of religion to mental health.

607 Christology in Historical Perspective (3)

Mystery of Christ as seen in the Scripture; incarnation as developed in the documents and tradition of the Church and in the light of contemporary research.

608 Revelation, Grace and Faith (3)

Fundamental theological concepts; emphasis on Theology of Grace; biblical-historical and contemporary explorations of these concepts.

609 Historical Development of the American Church (3)

Development of Roman Catholicism in the United States and Canada; focus seen against the backdrop of other Christian Traditions in the United States and Canada; particular emphasis on the Puritan tradition.

610 Principles of Christian Morality (3)

Fundamental questions regarding the person from a moral theological viewpoint; meaning of freedom, knowledge and conscience within the totality of person as the basic sources of morality.

612 Liturgy and Life (3)

Anthropological foundation and historical development of ritual celebration; meaning of liturgy and worship in its expression in the Judeo-Christian forms of prayer; validity of current liturgical practices as contemporary response to God.

614 Sacramental Theology (3)

A look at Christian sacraments from the perspective of religious experience and symbol; Christ, the primordial sacrament, the Church as sacrament and a theological-liturgical-historical examination of each sacrament.

615 Formation of the Synoptic Gospels (3)

Influences contributing to the crystallization of the primitive Christian catechesis; development of the Gospel literature in the different Christian communities; overview of the characteristic theology of the three Synoptics.

618 Themes of Old Testament Theology (3)

Characteristic theology of the Old Testament with special emphasis upon the Exodus and Covenant events; significance and influence of the Old Testament in the Christian community.

619 The Gospel of St. John (3)

Johannine tradition; religious content of the Gospel with special emphasis on its characteristic treatment of ecclesiology, sacramentalism, eschatology, and wisdom.

620 History of Christianity: Apostolic Period to Reformation (3)

Survey of the beginnings, growth and development of Christianity from the Apostolic period to the time of the Reformation; special focus on the development of doctrine, church structure and spiritual movements during this time.

621 Moral Issues in American Culture (3)

Social, political, and scientific questions in contemporary legislation, medicine, institutions, and entertainment from the standpoint of human and Christian values.

624 Theology of Pastoral Ministry (3)

Theological foundations of ministry; response to mission; relationship to Trinitarian life revealed in Jesus and the Spirit, to Kingdom of God, Church, Baptism, and life of faith.

625 Major Issues in Pastoral Care (3)

Basic issues related to the theoretical development in the field; present and potential research in pastoral care and counselling.

631 Catechesis of the Sacraments (3)

Role parents and catechist share in laying foundations for the faith life of the child; special emphasis upon approaches to the catechesis of Baptism Eucharist, Penance, and Confirmation.

633 Adult Religious Education (3)

Various theories of adult learning; application to adult religious education programs and structures.

634 Administration of Religious Education Programs (3)

Office and function of the Religious Education Coordinator on the parochial, regional and diocesan levels within the context to the ministry of the Word.

636 Sociology of Religion and Culture (3)

Sociological analysis of the secularization process and the resurgence of religion in society; interface of cultural mind sets with religious world view; value and richness of cognitive disparities in light of the contemporary understanding of revelation.

639 Foundations of Religious Education (3)

Critical inquiry in the philosophical and historical underpinnings of religious education; an attempt is made to show how different schools, theorists, practitioners, and materials have influenced religious education during the recent past.

697 Supervised Ministry (6)

Each student is required to spend two semesters (six hours a week) in directed pastoral work. With the direction of their program advisor, students may choose from a variety of experiences in parishes, hospitals, nursing homes, home visiting, and different social service settings. Students engaged in field experience also participate in a weekly seminar. Through discussion and reflection, students will be given the opportunity to integrate their academic and pastoral experience. (six credits granted at the completion of the second semester.)

700 Directed Research (3)

Opportunity to pursue independent investigation of a topic of special interest to the student under the direction of a member of the Department's faculty.



Faculty School of Arts & Sciences

- Stephen J. AlthouseAssistant Professor of Art
B.F.A. University of Miami
M.F.A. Virginia Commonwealth University
- Blanca Figueredo AlvarezInstructor of French
B.A. University of Miami
M.A. University of Miami
Doctoral
Candidate The Catholic University of America
- Florinda Alzaga Associate Professor of Spanish and Philosophy
Doctora en Filosofia y Letras, University of Havana
M.A. University of Miami
- Carol Andrews..... Lecturer in Music
B.A. University of Nevada
M.M. University of Miami
- Laura S. ArmestoAssistant Professor of English
B.A. Barry College
M.A. Barry College
Ph.D. University of Miami

- Mary Bauman Instructor in Mathematics
 B.S. Barry College
 M.S.F. University of Dayton
- Natalie Marks BaronAssistant Professor of Art
 B.F.A. Ohio State University
 M.F.A. University of Miami
 Additional graduate study: University of Oregon
- Reverend Robert L. Brummel Adjunct Assistant Professor of
 Pastoral Ministry
 B.A. Calvin College
 B.Div. Calvin College
 M.Div. Calvin College
- Reverend Cyril Burke, O.P. Professor Emeritus
 B.A. St. Thomas College
 M.A. The Catholic University of America
 Ph.D. Providence College
- Brother Miguel Campos. Adjunct Assistant Professor of
 Religious Studies
 B.A. Lateran Pontifical University
 Licentiate Lateran Pontifical University
 S.T.D. Lateran Pontifical University
- Charles J. Cassini.Assistant Professor of Philosophy
 B.A. The Catholic University of America
 M.Ed. Florida Atlantic University
- Reverend Thomas A. Clifford, O.P. Lecturer in Philosophy
 B.A. Boston College
 S.T.B. Dominican Pontifical Institute of Theology
 M.A. University of Miami
 S.T.L. Dominican Pontifical Institute of Theology
 S.T.Lr. Dominican Pontifical Institute of Theology
 Additional graduate study: Boston University,
 Boston State College
- Sister Jean Kathleen Comiskey, O.P. Assistant Professor of Biology
 B.S. Siena Heights College
 M.S. The Catholic University of America
 Additional graduate study: DePaul University,
 University of California at Los Angeles
- Andre Cote Professor of English
 B.A. LaMennais College
 M.A. The Catholic University of America
 Ph.D. St. Louis University

- Rosemary S. Davis. Assistant Professor of Biology
 B.S. Siena Heights College
 M.S.C.S. University of Mississippi
 Additional graduate study:
 University of North Dakota, Michigan
 State University, Florida Atlantic University
- Sister Mary Kathleen Flanagan, S.C. Assistant Professor of
 Religious Studies
 B.A. College of St. Elizabeth
 M.A. St. John's University
 M. Phil. Union Theological Seminary
 Ph.D. Union Theological Seminary
- Sister M. Trinita Flood, O.P. Professor of Theatre
 B.A. Siena Heights College
 M.A. The Catholic University of America
 Additional graduate study: Northwestern University
- Derna M. Ford. Assistant Professor of Music
 A.B. Mt. St. Joseph On-the-Ohio
 M.M.Ed University of Colorado
 Additional graduate study: University of Colorado
- Reverend Thomas Foudy Adjunct Assistant Professor of
 Religious Studies
 S.T.D. Pontifical University of St. Thomas (Angelicum)
- Sister John Karen Frei, O.P. Professor of Biology
 B.A. Douglas College
 M.S. Rutgers University
 Ph.D. University of Miami
- Virginia Gellens. Assistant Professor of English
 B.A. Seton Hill College
 B.S.N. Western Reserve University
 M.S. Barry College
 M.S.W. Barry College
 Doctoral candidate, The Catholic University of America
- John F. Goehl, Jr. Associate Professor of Physics
 B.S. University of Notre Dame
 Ph.D. University of Notre Dame
- Reverend Gerald Grace, S.T.D. Adjunct Assistant Professor of
 Religious Studies
 M.A. Manhattan College
 S.T.L.,
 S.T.D. Pontifical University of St. Thomas Aquines, Rome

- Mary Ellen Hrutka. Instructor of Psychology
 B.A. Southern Connecticut State College
 M.A. University of Maryland
 Additional graduate study: University of Maryland,
 Georgia State University
- Algin Hurst Lecturer in Music
 B.S. Hampton Institute
 M.A. San Francisco State
 Doctoral candidate, University of Pacific
- Lisa Parker Hyatt Assistant Professor of Art
 B.A. University of South Florida
 M.F.A. University of Miami
- Rabbi Samuel Jaffe. Lecturer of Religious Studies
 B.A. Yeshiva University
 M.A. Teachers College, Columbia
 D.D. Hebrew Union College-Jewish Institute of Religion
 Th.D. Burton Seminary, Colorado
- Sister Dorothy Jehle, O.P. Associate Professor of English
 B.A. College of St. Francis
 M.A. John Carroll University
 Ph.D. Loyola University
- Mary Ann Jungbauer. Associate Professor of Chemistry
 B.A. Immaculate Heart College
 M.S. University of Notre Dame
 Ph.D. University of Notre Dame
- L. James Kilmer Assistant Professor of Sociology
 B.S. University of Rochester
 M.A. University of Rochester
 Ed.D. Nova University
- Stephen W. Koncsol Assistant Professor of Psychology
 B.A. Clark University
 M.S. Rutgers University
 Ph.D. Rutgers University
- Phyllis Laszlo Lecturer in English
 A.B. Bryn Mawr College
 M.A. Columbia University
- Marilyn G. Laudadio Assistant Professor of Theatre
 B.A. Barry College
 M.A. University of Miami
 Doctoral candidate: Florida State University

- Ellen Lismore Leeder Professor of Spanish
 Doctora en Pedagogia, University of Havana
 M.A. University of Miami
 Ph.D. University of Miami
- Sister Jeanne Lefebvre, O.P. Assistant Professor of History
 B.A. Siena Heights College
 M.A. Florida State University
 Ph.D. Georgetown University
- Reverend Daniel P. Madden, O.P. Associate Professor of
 Religious Studies
 B.S.C. DePaul University
 B.Ph.,B.Th. Aquinas Institute of Philosophy
 L.Th.,S.T.D. St. Paul University
 M.Th.,Ph.D. University of Ottawa
- David Maddern Instructor in Music
 B.M. University of Miami
 M.M. University of Miami
- Sister Myra Marck, O.P. Assistant Professor of Art
 B.A. Barry College
 M.A. Siena Heights College
- Mary Eileen McDonough. Assistant Professor of Chemistry
 B.S. Chestnut Hill College
 M.S. Marquette University
 Additional graduate study:
 University of Miami,
 Florida International University,
 Barry College
- Michael E. Melody. Assistant Professor of Political Science
 B.S. St. John's University
 M.A. University of Notre Dame
 Ph.D. University of Notre Dame
- Neill L. Miller Associate Professor of Physical Education
 B.A. University of Denver
 M.S. Smith College
- Patricia Minnaugh Associate Professor of Theatre
 B.A. Barry College
 M.F.A. The Catholic University of America
- Reverend Gerald Morris. Adjunct Assistant Professor of
 Religious Studies
 B.A. St. Vincent de Paul Seminary
 S.S.L. Pontifical Biblical Institute

- Reverend James Murtagh, S.T.D. Adjunct Assistant Professor of
Religious Studies
S.T.D. Pontifical Gregorian University
- Sister Marie Joannes O'Donnell, O.P. Professor of Chemistry
B.S. Siena Heights College
Ph.D. The Catholic University of America
- Sister Gertrude Anne Otis, C.S.C. Professor of Religious Studies
B.A. St. Mary's College, Notre Dame
M.A. St. Mary's College, Notre Dame
Ph.D. St. Mary's College, Notre Dame
- Sister Eileen F. Rice, O.P. Professor of History
B.A. Siena Heights College
M.A. University of Detroit
Ph.D. The Catholic University of America
Additional graduate study: St. Xavier College,
University of Texas, Carnegie-Mellon
University, University of Southern
California
- John P. Sause Associate Professor of Religious Studies
B.A. Iona College
M.A. Manhattan College
M.S. Biscayne College
Ph.D. Florida State University
- Dan Sandlin. Lecturer in Music
B.M. University of Miami
M.A. California State University of Los Angeles
D.M.A. University of Miami
- Richard F. Schaeffer Professor of Psychology
B.A. Temple University
M.A. Temple University
Ph.D. Florida State University
- Lillian Schanfield Associate Professor of English
B.Ed. University of Miami
M.A. University of Montreal
Ph.D. University of Miami

Sister Agnes Louise Stechschulte, O.P. Professor of Biology
B.S. Siena Heights College
M.S. University of Detroit
Ph.D. The Catholic University of America
Additional graduate study: Loyola University of Chicago,
Oak Ridge Institute of Nuclear Studies,
University of North Carolina

Ronald M. Uritus. Associate Professor of Philosophy
A.B. John Carroll University
M.A. John Carroll University
Ph.D. St. Louis University

Sister Paul James Villemure, O.P. Professor of Mathematics
B.S. Siena Heights College
Ph.D. University of Notre Dame

Reverend Mario B. Vizcaino . . . Director, South East Pastoral Institute
B.A. Gregorian University, Rome
S.T.L. Gregorian University, Rome
D.T.S. Gregorian University, Rome
M.A. The Catholic University of America
Ph.D. Gregorian University, Rome

Tedra A. Walden Assistant Professor of Psychology
B.A. University of Florida
M.A. University of Florida
Ph.D. University of Florida



School of Business

R. W. Morell, Ph.D., Dean
Sister Judith Shield, O.P., Assistant to the Dean

The purpose of the academic programs in business is to adequately prepare students to engage in professional careers in diverse organizations in industry, commerce, government, education, hospitals, and other institutions. Because we live in a period of increasing demand in organizations for quality personnel to cope with complex organizational environments, the preparation of today's accountants, economists, educators, managers, marketers, and other experts requires formal education of professional stature. Moreover, the business programs at Barry are based upon sound ethical principles so that the professional graduates will convey justice and equity in their decisions and actions in such a way so that subordinates know that righteousness prevails. Thus, the world will be a better place in which to work and live.

Requirements for Graduation

- (1) Satisfactory completion of 120 credits with a cumulative average of 2.00(c). Of the total, a minimum of 48 credits must be in the courses numbered above 299. The last 30 credits of degree work must be completed on campus.
- (2) Satisfactory completion of at least 30 credits of distributed course work as follows
 - 9 cr. in Religion Studies and/or Philosophy
 - 6 cr. in Oral and/or Written Communication
 - 15 cr. in two of the divisions of Liberal Arts (Humanities, Natural Sciences, or Social Sciences) outside the major area(s), with a minimum of six (6) credits in each of the two divisions.

Humanities: Art, English, French, Music, Philosophy, Religious Studies, Spanish, Theatre
 Natural Sciences: Biology, Chemistry, Mathematics, Physics
 Social Sciences: Anthropology, Geography, History, Political Science, Psychology, Sociology

(3) Completion of the core business curriculum and the required courses for one of the following majors with the grade of C or better in each course.

I. THE CORE CURRICULUM

MAT 108	—	Pre-Calculus Mathematics *	3	BUS 305	—	Mgmt. Concepts & Applications	3
MAT 152	—	Introduction to Statistics *	3	BUS 306	—	Mktg. Concepts & Applications	3
BUS 180	—	Introduction to Computers	3	BUS 326	—	Quant. Anal. for Dec. Making *	3
BUS 181	—	Concepts of Bus. Behavior	3	BUS 339	—	Business Law I	3
BUS 200	—	Principles of Accounting I	3	BUS 340	—	Business Law II *	3
BUS 201	—	Principles of Economics I	3	BUS 371	—	Soc. & Ethical Issues in Bus.	3
BUS 202	—	Principles of Economics II	3	BUS 419	—	Financial Management *	3
BUS 203	—	Principles of Accounting II	3	BUS 499	—	Bus. Policy Seminar *	3
Total							48

* Not applicable to Office Administration/Business Education Majors.

II. MAJOR FIELDS:

1. Accounting:

BUS 335	—	Intermediate Accounting I	3	BUS 400	—	Mgmt. Information Systems	3
BUS 336	—	Intermediate Accounting II	3	BUS 435	—	Advanced Accounting	3
BUS 361	—	Managerial Cost Accounting	3	BUS 437	—	Auditing	3
BUS 362	—	Federal Income Tax	3				
Total							21

Total of 120 cr. = Major (21) + Distribution (30) + Core (48) + Electives/Integrative (21)

2. Economics/Finance:

BUS 316	—	Banking & Fiscal Pol.	3	BUS 430	—	Current Economic Issues	3
BUS 351	—	Comparative Economics	3	BUS 454	—	Investments	3
BUS 352	—	Labor R. & H. Resources	3	BUS 466	—	International Bus. & Finance	3
Total							18

Total of 120 cr. = Major (18) + Distribution (30) + Core (48) + Electives/Integrative (24).

3. Management:

BUS 352	—	Labor R. & H. Resources	3	BUS 409	—	Organizational Comm.	3
BUS 361	—	Managerial Cost Accounting	3	BUS 425	—	Organizational Behavior	3
BUS 400	—	Mgmt. Inf. Sys.	3	BUS 466	—	Internl. Bus. & Finance	3
Total							18

Total of 120 cr. = Major (18) + Distribution (30) + Core (48) + Electives/Integrative (24).

4. Marketing:							
BUS 381	—	Mktg. Research	3	BUS 384	—	Retail Mdse.	3
BUS 382	—	Advertising	3	BUS 402	—	Marketing Mgmt. Prob.	3
BUS 383	—	Sales Mgmt.	3	BUS 466	—	Intl. Bus. & Finance	3
Total							18

Total of 120 cr. = Major (18) + Distribution (30) + Core (48) + Electives/Integrative (24).

5. Office Administration:							
BUS 101	—	Beginning Shorthand	4	BUS 288	—	Records Mgmt.	3
BUS 103	—	Beginning Typewriting	3	BUS 301	—	Speed Building	3
BUS 114	—	Advanced Shorthand	4	BUS 302	—	Transcription	3
BUS 120	—	Intermediate Typewriting	3	BUS 341	—	Exec. Secre. Train.	3
BUS 123	—	Production Typewriting	3	BUS 342	—	Office Management	3
				BUS 343	—	Business Machines	3
				BUS 409	—	Organizational Comm.	3
Total							38

Total of 120 cr. = Major (38) + Distribution (30) + Core (30) + Electives/Integrative (22).

6. Business Education:							
BUS 101	—	Beginning Shorthand	4	BUS 288	—	Records Management	3
BUS 103	—	Beginning Typewriting	3	BUS 301	—	Speed Building	3
BUS 114	—	Advanced Shorthand	4	BUS 302	—	Transcription	3
BUS 120	—	Intermediate Typewriting	3	BUS 341	—	Exec. Secre. Train.	3
BUS 123	—	Production Typewriting	3	BUS 342	—	Office Management	3
				BUS 343	—	Business Machines	3
				BUS 409	—	Organizational Comm.	3
Total							38

Students seeking secondary school certification in Business Education by the State of Florida need BUS 476 and EDU 253, 318, 453, 463, 468, 499.

Total of 125 cr. = Major (38) + Distribution (30) + Core (30) + BUS 476 (3) + Education (24).

III. MINOR IN OFFICE ADMINISTRATION (27 credits):							
BUS 181	—	Concepts of Business Behav.	3	BUS 305	—	Management Concepts & Application	3
BUS 200	—	Principles of Accounting I	3	BUS 301	—	Speed Building* or	3
BUS 288	—	Records Management	3	BUS 302	—	Transcription* or	
BUS 120	—	Intermediate Typewriting*	3	BUS 304	—	Machine Transcription	
				BUS 341	—	Exec. Secre. Train.	3
				BUS 342	—	Office Management	3
BUS 123	—	Production Typewriting		BUS 343	—	Business Machines	3
Total							27

*Prerequisites must be met if none have been taken.



IV. Core Course Descriptions – Undergraduate

MAT 108 Pre-Calculus Math (3)

Equations and inequalities; systems of equations and inequalities; vectors and matrices; logarithmic and exponential functions; graphs.

MAT 152 Introduction to Statistics (3)

Description of sample data; probability; sampling, special distributions; estimation; testing hypotheses applications adapted to needs of students. Not open to mathematics majors.

BUS 180 Introduction to Computers (3)

The student will be given a familiarity with the computer as an aid to analysis, and will gain a working ability with a programming language. Packaged programs and routines will also be used by the student.

BUS 181 Concepts of Business Behavior (3)

For freshmen business majors and non-business majors. The principles of business behavior, covering issues in the business-society relationship, including past history, world events, economic issues, and future expectations.

BUS 200 Principles of Accounting I (3)

Nature and function of accounting and its importance in the social order; measuring and reporting financial position and results of operations; the logic of double entry analysis; data processing and accounting as an aid to planning, control, and decision-making; the accounting cycle, the measurement of income, and valuation problems.

BUS 201, 202 Principles of Economics I and II (3) (3)

Principles most useful in understanding current economic conditions; problems of inflation, recession, growth, balance of payments; analysis of supply and demand. Operation of the market price system, price and distribution theory, today's competitive and monopolistic markets, government regulation of industry and government spending, collective bargaining, international trade, and current economic problems.

BUS 203 Principles of Accounting II (3)

Continuation of BUS 200. Partnerships, corporations, financial statements, the elements of costs, cost systems, and budgeting. Prerequisite: BUS 200.

BUS 305 Management Concepts and Applications (3)

The elements of the management process; decision-making, planning, organizing, directing, controlling; the art and science of managing modern organizations; the general scheme of operating functions and the management functions. Prerequisites: BUS 200, 201, 202, 203.

BUS 306 Marketing Concepts and Applications (3)

The elements of the marketing function in bringing the organization's goods and services from the producers to the consumer. Prerequisites: BUS 200, 201, 202, 203.

BUS 326 Quantitative Analysis for Decision-Making (3)

Application of mathematics and statistical techniques to business decision problems. Prerequisites: MAT 108, 152, BUS 180.

BUS 339 Business Law I (3)

Designed to afford the student a background of basic legal principles and concepts and the nature of the judicial process. The Uniform Commercial Code is analyzed via text, selected cases and problems with emphasis on contracts, agency and employment, and wills and trusts.

BUS 340 Business Law II (3)

An extension of Business Law I (339) with emphasis on personal property and bailments, sales, commercial paper, creditor's rights and secured transactions, partnerships, corporations and real property. Prerequisite: BUS 339.

BUS 371 Social and Ethical Issues in Business (3)

Interdisciplinary approach to the fundamental ethical concepts and theories pertinent to American business trends. Focus on the social and ethical implications in problems concerning motivation, morale, conflict, emotions and decision-making policies, personal responsibility, corporate decisions, employer-employee relationships, productivity behavior in advertising, marketing management; study of the socio-economic ethical behavior in today's society.

BUS 419 Financial Management (3)

Finance and financial management as a function of business enterprises, sources and utilization of funds, financing by equity and credit, securities marketing, inter-firm loans, public regulations by governmental and non-governmental agencies. Prerequisites: BUS 200, 305.

BUS 499 Business Policy Seminar (3)

This course is an integrating one and views business from the standpoint of top management decision-making. Should be taken in senior year.

Course Description by Field – Undergraduate**ACCOUNTING****BUS 335 Intermediate Accounting I (3)**

Advanced theory and accounting techniques for the recording and reporting of financial transactions; income determination and valuation problems in asset and equity accounting. Prerequisite: BUS 203.

BUS 336 Intermediate Accounting II (3)

Income determination and valuation problems in asset and equity accounting (concluded); analysis and interpretation of accounting data; funds statements; statements from incomplete records; price level impact. Prerequisite: BUS 335.

BUS 361 Managerial Cost Accounting (3)

Fundamentals of manufacturing and cost accounting for income measurement and business planning, control, and decision-making, job order and process costing systems, standards costs and budgets. Prerequisites: BUS 200, 203.

BUS 362 Federal Income Tax (3)

Federal Income Tax fundamentals under the Internal Revenue Code. Taxable income determination for individuals, proprietorships, partnerships, and corporations. Prerequisites: BUS 200, 203.

BUS 400 Management Information Systems (3)

Principles of organizational information systems. Use of data for the managerial decision-making process. Conversion of accounting data to managerial information produced by the computer. Prerequisites: BUS 180, 200, 326, senior standing.

BUS 435 Advanced Accounting (3)

Equity accounting for partnerships; accounting for business expansion; branch accounting, mergers and consolidations, consolidated statements; fiduciary, fund, and social accounting. Prerequisites: BUS 335, 336.

BUS 437 Auditing (3)

Basic auditing standards and procedures as applied to both internal and public auditing, professional ethics, audit programs, working papers and reports. Prerequisites: BUS 335, 336.

ECONOMICS/FINANCE**BUS 316 Banking and Fiscal Policy (3)**

Monetary economics and its institutions, the nature and functions of money and money markets. Macroeconomic analysis of income and monetary theory and its application to public policy; influence of the federal reserve system; open market operations and fiscal policy. Prerequisites: BUS 201, 202.

BUS 351 Comparative Economic Systems (3)

Selected examples of the world's major economic systems, comparison on the bases of industrial production, agricultural exchange, credit and banking, income distribution, the status of labor, and international trade. Prerequisites: BUS 201-202.

BUS 352 Labor Relation and Human Resources (3)

The labor movement, labor policies of employers, methods of industrial conciliation, labor legislation, settlement of labor disputes, including the overall human resource policies and needs of an organization. Prerequisites: BUS 201, 202, 305.

BUS 430 Current Economic Issues (3)

Seminar discussions based on field study pertinent to the state of the nation's economy and its current problems on the basis of critical examination of economic reports by official and private sources. Development of the ability to coordinate and apply the analytical knowledge acquired during the study of economics, business administration, and social sciences. Prerequisites: BUS 201, 202.

BUS 454 Investments (3)

Equity type investments, development of objective method of investment appraisal and examination of methods used by the National Association of Investment Clubs. Prerequisites: BUS 200, 203.

BUS 466 International Business and Finance (3)

An overview of international trade and related economic issues, and the challenges of international business and finance for the multi-national manager. Prerequisites: BUS 201, 202, 305, 306.

MANAGEMENT

BUS 352 Labor Relations and Human Resources (3)

The labor movement, labor policies of employers, methods of industrial conciliation, labor legislation, settlement of labor disputes, including the overall human resource policies and needs of an organization. Prerequisites: BUS 201, 202, 305.

BUS 361 Managerial Cost Accounting (3)

Fundamentals of manufacturing and cost accounting for income measurement and business planning, control, and decision-making; job order and process costing systems, standard costs and budgets. Prerequisites: BUS 200, 203.

BUS 400 Management Information Systems (3)

Principles of organizational information systems. Use of data for the managerial decision-making process. Conversion of accounting data to managerial information produced by the computer. Prerequisites: BUS 180, 200, 326, senior standing.

BUS 409 Organizational Communications (3)

Intensive exploration of the skills and application of effective communication with emphasis on effective report writing, oral presentations, and influencing other members of the organization. Prerequisite: BUS 305.

BUS 425 Organizational Behavior (3)

Behavioral science theories and application in organizations; with emphasis on such subjects as motivation, leadership, resolving conflict, and organization development. Prerequisite: BUS 305.

BUS 466 International Business and Finance (3)

An overview of international trade and related economic issues, and the challenges of international business and finance for the multi-national manager. Prerequisites: BUS 201, 202, 305, 306.

MARKETING

BUS 381 Marketing Research (3)

Quantitative and analytical tools and techniques that are used for studying marketing data and formulating marketing strategies and tactics. Prerequisites: MAT 152, BUS 306.

BUS 382 Advertising (3)

Advertising in its social, economic and management contexts; advertising research; preparing the advertising campaign, appropriations and selection of media; layout, copy, and printing/engraving methods. Prerequisite: BUS 306.

BUS 383 Sales Management (3)

Problems of sales management, sales policies, selection and training of sales persons, preparation of manuals, methods of compensation for sales force, various methods of sales stimulation, administration, and budgeting, measuring the sales manager's contribution to profitable operations. Prerequisites: BUS 305, 306.

BUS 384 Retail Merchandising (3)

Modern methods used successfully as regards to time, place, quantities, and price. Planning of mark-up determination and control of stock shortages, stock planning and model stocks, price-lining layout and display sales promotion, inventory control and locating sources of supply. Prerequisites: BUS 305, 306.

BUS 402 Marketing Management Problems (3)

Development of managerial decision-making techniques and problem-solving through practice in analyzing practical marketing cases. Prerequisites: BUS 305, 306.

BUS 466 International Business and Finance (3)

An overview of international trade and related economic issues, and the challenges of international business and finance for the multi-national manager. Prerequisites: BUS 201, 202, 305, 306.

OFFICE ADMINISTRATION/BUSINESS EDUCATION

BUS 101 Beginning Shorthand (4)

Principles and theory of Gregg Shorthand along with the introduction of new-matter, dictation and pre-transcription training.

BUS 103 Beginning Typewriting (3)

Mastery of the keyboard and speed development, emphasis on the arrangement of business letters, tabulated materials, and manuscript typing. Special Course fee.

BUS 114 Advanced Shorthand (4)

A continuation of 101. Emphasis on developing speed in taking dictation in shorthand and transcription procedures. Prerequisites: BUS 101, 103 (or equivalent). In addition to classwork at least two hours of laboratory work are required each week.

BUS 120 Intermediate Typewriting (3)

Further development of speed; instruction in specialized typewriting problems to develop high-level competency. Special course fee. Prerequisite: BUS 103.

BUS 123 Production Typing (3)

Advanced course in typewriting, involving clerical procedures, problems, and high-level competency. Special course fee. Prerequisite: BUS 120.

BUS 288 Records Management (3)

Essential fundamentals in managing records of business. Provides instruction and actual practice in card filing and correspondence filing. Includes alphabetic, numeric and geographic methods of filing.

BUS 301 Speed Building (3)

Development of advanced speeds with sound skill-building procedures. Prerequisites BUS 101, 114, or three semesters of high school shorthand, or equivalent. In addition to classwork, at least two hours of laboratory work are required each week.

BUS 302 Transcription (3)

Emphasizes superior skill in the typewritten transcription of business letters and other office communications. A fusion of shorthand, typewriting, English grammar, and related skills. Prerequisites: BUS 101, 103, 120 (or equivalents). Special course fee.

BUS 341 Executive Secretarial Training (3)

Designed for students preparing for professional office work as administrative assistants and/or business teachers. Includes a study of the functions of the office, office environment, management principles, and office organization. Special course fee.

BUS 342 Office Management (3)

Designed to develop management potential, emphasis on the practicum approach, with challenging simulations requiring direct involvement in high-level, long-range assignments patterned on current business problems. Concentration on analysis, research, decision-making, creative thinking, and implementation. Prerequisite: BUS 341. Special course fee.

BUS 343 Business Machines (3)

Working knowledge of the basic mathematical operations that apply to business functions on electronic display and printout calculators, ten-key adding machines, thermofax, machine transcription, addressograph, stencil and spirit duplicators, and automatic typewriter. Special course fees.

BUS 409 Organizational Communication (3)

Intensive exploration of the skills and application of effective communication with emphasis on effective report writing, oral presentations, and influencing other members of the organization. Prerequisite: BUS 305.

BUS 476 Teaching Business in Secondary School (3)

Problems confronting teachers of business in the secondary school, organization of courses, standards of criticism, sources of materials, textbooks, methods of teaching shorthand, typewriting, bookkeeping and general business.

V. Other Business Courses – Undergraduate

BUS 259, 359, 459 Independent Study (3)

Opportunity for research in area of special interest. Prerequisite: recommendation by faculty member and approval of the Dean.

BUS 300 Special Topics (3)

Contents of study specified by the needs and/or interest of students in collaboration with faculty member and approval of the Dean.

BUS 304 Machine Transcription (3)

Individually-paced program constructed to encourage total integration of those skills required by the word processor; word usage, punctuation, grammar, and vocabulary; culminating with a mini-simulation requiring the application of all transcription skills. Prerequisites: BUS 103, 120 (or equivalent). Special course fees.

BUS 443 Internship (2-9)

On-the-job experience. An evaluation is submitted by the cooperating firm. Prerequisite: Junior status, recommendation by faculty member and approval of the Dean.



Master of Business Administration

The M.B.A. program at Barry provides a distinguished degree for those who are or plan to be professional managers in industry, government, education, and other organizations.

The Program has a dual purpose:

Promoting high moral and ethical standards in the business environment, so that the graduate will act justly and equitably. The faculty is distinctive in emphasizing the social/behavioral science approach to management and the inter-personal, human relations dimension of administration.

Expanding the student's management skills both to further the graduate's career development and to provide a basis for improved organizational effectiveness through reduced costs, increased profits, and growth in employee motivation.

Completion of the program will qualify accountants who wish to take the CPA test for the substitution of graduate education for one year of experience as per Florida State Rule 21A-9.03.

ADMISSION PREREQUISITES:

Bachelor's degree from a regionally accredited college or university, regardless of undergraduate major.

In general, admission to the M.B.A. program is based upon the following formula:

$\text{GPA (grade point average)} \times 200 + \text{GMAT score} = 1,000.$

Three recommendations, two professional and one academic.

The Admission decision will be based on a careful evaluation of the undergraduate record, evaluation forms, and other evidences of maturity, motivation, and leadership qualities. Minor deficiencies in one area may be offset by superior performance in another, so that each case will be considered on its own merits by the MBA Committee.

Students pursuing a Masters degree in Business Administration are permitted five years to complete degree requirements from the date of initial matriculation. Non-degree seeking students are allowed to earn a maximum of six (6) credits from the following courses: BUS 501, 502, 503.

ACADEMIC PROGRAM:

The M.B.A. degree requires earning a "B" or better for 36 graduate credits, 30 of which must be taken at Barry College. Students with other related graduate degrees or credits may be allowed to transfer six credits if appropriate. Six credits by examination may be earned by students with extensive background in the area of examination.

REQUIRED COURSES (27 credits):

BUS 501/601	Management Theory & Practice	(3)
BUS 502/602	Managerial Economics	(3)
BUS 503/603	Marketing Management & Policies	(3)
BUS 604	Legal Environment of Business	(3)
BUS 605	Managerial Finance	(3)
BUS 606	Managerial Accounting	(3)
BUS 614	Federal Taxation I	(3)
BUS 622	Information Systems & Decision-Making	(3)
BUS 699	Administrative Strategy and Policy	(3)

ELECTIVE COURSES (choose 9 credits):

BUS 615	Federal Taxation II	(3)
BUS 623	Consolidated Statements	(3)
BUS 631	Auditing Theory and Practice	(3)
BUS 632	Advanced Marketing	(3)
BUS 633	Managing Human Resources	(3)
BUS 634	Public Administration	(3)
BUS 635	International Business	(3)
BUS 636	Research in Management	(3)

GRADUATE COURSE DESCRIPTIONS:

BUS 501/601 Management Theory & Practice (3)

Nature and functions of management, emphasizing decision-making, communication, interpersonal and group dynamics, goals and means of organizations, distinction between what management often is as opposed to what management ought to be.

BUS 502/602 Managerial Economics (3)

Economic tools and techniques which are useful in analyzing business problems, quantitative approaches related to such specific problems as capital budgeting, inventory, marketing mix, advertising strategy, transportation, and production costs, etc.

503/603 Marketing Management & Policies (3)

Analytical approach to the development of marketing policies in the major marketing areas such as advertising, sales, promotion, pricing, channel selection, products, marketing costs, budgets, and others.

BUS 604 Legal Environment of Business (3)

Governmental regulation of business, emphasizing the Federal anti-trust laws and the legal aspects of the management process.

BUS 605 Managerial Finance (3)

Acquisition and utilization of corporate funds, including liquid funds, securities, the capital and banking system, budgets, combinations, and reorganizations; impact of governmental revenue and expenditures, and monetary and fiscal policy on the economy and corporations.

BUS 606 Managerial Accounting (3)

The accounting cycle, relevance and limitations of cost information in managerial decision-making; emphasis on cost systems, determination and allocation of overhead, analysis of cost variances, direct costing, flexible budgets, break-even analysis, and capital budgeting.

BUS 614 Federal Taxation I (3)

Federal Income Tax laws and regulations as they affect individuals, proprietorships, and tax alternatives.

BUS 615 Federal Taxation II (3)

Federal Income Tax Laws and regulations as they affect partnerships, estates and trusts, and corporations.

BUS 622 Information Systems and Decision-Making (3)

The use of modern management tools and techniques to improve decision-making, topics include systems concepts, models, computers, scientific methodology and behavioral science considerations.

BUS 623 Consolidated Statements (3)

Corporate combinations and the preparation of consolidated working papers and consolidated financial statements.

BUS 631 Auditing Theory and Practice (3)

The auditing environment including the legal and ethical considerations in the rendering of financial statement opinions; internal control, internal auditing, and the independent audit process; the audit committee of the Board of Directors and its relationships to the independent auditors, to the management, and to the stockholders.

BUS 632 Advanced Marketing (3)

Investigation and case analysis of significant current problems in marketing strategy. Emphasis on interrelationships of marketing and other business functions.

BUS 633 Managing Human Resources (3)

Exploration in depth and breadth of special topics related to human resources, including: manpower planning and forecasting, personnel administration policies and practices, management development, labor relations, human asset accounting, etc.

BUS 634 Public Administration (3)

Exploration of the administrative problems and challenges in non-profit organizations, including government, hospitals, religious organizations, etc.; specific topics will be determined by the interests of the participants.

BUS 635 International Business (3)

Consideration is given to the multi-national enterprise as a participant in world markets. Particular problems and opportunities related to such considerations as socio-economic, legal, etc., will be explored for various regions (Europe, Communist Russia, Eastern Europe, Africa, Middle East, Asia, Latin America, Caribbean). Prerequisites: 603, 605, 606.

BUS 636 Research in Management (3)

Research in depth into approved topics that are related to some aspect of Management such as Financial Management, Marketing Management, Operations Management, Hospital and Health Administration, Public Administration, International Management, Decision and Policy Making, Cost Systems, Tax Planning, etc. The study and its results are to be submitted in a formal research paper.

BUS 699 Administrative Strategy and Policy (3)

Integrated approach to the managerial decision-making process, to be taken at or near the end of the required M.B.A. sequence of courses. Prerequisites: 601, 603, 605, 606.



Faculty School of Business

Sister Beverly Bobola, O.P. . . .Assistant Professor of Business Education/
Office Administration

B.A. Siena Heights College
M.A. Western Michigan University
Additional Graduate study:
Bowling Green State University
De Paul University

John T. CanfieldAssistant Professor of Management/Finance

B.S. University of Miami
M.B.A. University of Miami

Penn ChabrowLecturer in Taxation

B.S. Muhlenberg College
J.D. George Washington University
M.L. Tax George Washington University

Leonard ChusmirAssistant Professor of Business Administration

B.S. Boston University
M.B.A. Barry College
Ph.D. Candidate - University of Miami

- Tim Czerniec.....Lecturer in Business Administration
 B.B.A. Kent State University
 M.Ed. University of Miami
 M.B.A. Univesity of Miami
- Harris Friedman Lecturer in Economics/Finance
 B.S. Ohio State University
 M.B.A. Ohio State University
 Ph.D. Univesity of California, Los Angeles
- Alfred Gerd..... Assistant Professor of Marketing
 B.S. New York University
 M.B.A. Harvard University
- Joseph King..... Instructor in Business Administration
 A.A. Miami-Dade Community College
 A.S. Miami-Dade Community College
 B.A. Biscayne College
 M.B.A. Barry College
- R. William Morell Professor of Management/Accounting
 Ph.B. De Paul University
 M.B.A. University of Chicago
 Ph.D. St. Louis University
 Additional Graduate Study:
 Ford Foundation Post-Doctoral Fellowship
 at Indiana University
- Harold L. Royer Professor of Accounting/Marketing
 B.S. Kansas State Teachers College
 M.S. Kansas State Teachers College
 M.B.A. University of Miami
 Ed.D. University of Kansas
- Sister Judith Shield, O.P.. . . Associate Professor of Economics/Finance
 Ph.B. Siena Heights College
 M.A. The Catholic University of America
 Additional Graduate Study:
 University of Hawaii
 Barry College
 Florida State University
- Edward A. Tomeski..... Professor of Business Administration
 B.S. Fairleigh Dickinson University
 M.S. Columbia University
 D.P.A. New York University



School of Education

John W. Maguire, Ph.D., Dean

The School of Education offers curricula leading to the degree of Bachelor of Science. Graduate work is offered leading to the degree of Master of Science. The School of Education is approved by the Department of Education of the State of Florida as a standard teacher training program, and because of Florida's reciprocal certification agreement, is in a position to graduate students eligible for teacher certification in most states.

Undergraduate — Bachelor of Science (Education)

The programs in the School of Education are designed for students preparing for teaching careers in the elementary school, the middle or junior high school, or the senior high school. The program in Exceptional Child Education prepares students to work with the mentally retarded and learning disabled in school settings. Each undergraduate program emphasizes three types of work: general courses, professional courses in education, and courses leading to the mastery of the subject to be taught.

Education majors will meet the requirements for a Bachelor of Science degree and for teacher certification by following the requirements listed under General Preparation and Student Teaching. Major requirements are listed on the following pages.

GENERAL PREPARATION

A minimum of 45 credits in general preparation, with not fewer than six credits, nor more than 12, in each of the five areas listed below:

A. Communications

A minimum of six credits in English composition, rhetoric, or grammar (e.g., English 111 and 112). Up to six credits in speech or elementary foreign languages may be used to meet the total of 12 credits permitted in this area (e.g., Speech 312).

B. Human Adjustment

A minimum of six credits in areas such as health, physical education, psychology, religion, philosophy, logic, and ethics. For elementary and exceptional child education: Education 469.

C. Natural Sciences

A minimum of twelve credits in biological sciences, physical sciences, or mathematics. For education majors: Mathematics 201 and 202; 6 credits from the sciences.

D. Social Sciences

A minimum of six credits in comprehensive courses or in separate subjects, provided credit is earned in at least two of the following: geography, history, political science, anthropology, economics, or sociology. For education majors: Geography 307.

E. Humanities and Applied Arts

A minimum of six credits in comprehensive courses or in separate subjects, provided credit is earned in at least two of the following: literature (English, American, world), literature written in a foreign language, music, technological skills, or art. For education majors: English 320; Art 376, Music 376.

STUDENT TEACHING

Sister Marie Siena, O.P., Ed.D., Director

The student teaching program represents the culminating phase in teacher preparation and consists of a carefully planned sequence of laboratory experiences under the supervision of professional educators. During student teaching, a full-time schedule (a minimum of 12 credits) must be carried by the student.

Admission to the student teaching program requires senior status (a minimum of 90 credits of course work completed), a cumulative average of 2.0, the recommendations of the student's academic advisor and the School of Education. Prior to student teaching, courses required to meet the general preparation requirements should be taken to assure that the student will not have to delay graduation. All students must have completed a minimum of 30 credits at Barry prior to student teaching. Prerequisites for student teaching in specific programs are

listed under program descriptions. Applications for student teaching should be filed with the School of Education by February of the junior year.

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Arlene T. Shannon, Ph.D., Program Advisor

General Preparation (51 cr.) - See preceding section on "General Preparation."

Major (57 cr.) - Education 253, 262, 318, 320, 322, 344, 366, 388, 417, 435, 441, 453, 461, 466, 469, 471, 472, 499. Prerequisites for student teaching: Education 253, 262, 318, 320, 322, 366, 417, 435, 466.

EXCEPTIONAL CHILD EDUCATION

Susan Roberts, Ph.D., Program Advisor

General Preparation (48 cr.) - See preceding section on "General Preparation."

Major (60 cr.) - Education 253, 262, 318, 322, 382, 411, 440, 441, 453, 466, 469, 470, 473, 478, 479, 480, 483, 499. Prerequisites for student teaching: Education 253, 262, 318, 322, 411, 440, 466, 470, 473, 483; English 320.

SECONDARY EDUCATION

General Preparation (45 cr.) - See preceding section on "General Preparation."

Major-Requirements for major in teaching field, including the special methods course (476) related to the specific discipline.

Minor (24 cr.) - Secondary Education - Education 253, 318, 453, 463, 468, 499. Prerequisites for student teaching: Education 253, 318, 463, and Special Methods 476.

Course Descriptions – Education Prefix: EDU

253 Introduction to the School (3)

Structure and operation of the American school system, emphasizing economic, legal, administrative, and professional aspects; school visitations on various levels.

262 Teaching Arithmetic (3)

Content, methodology, and materials for teaching modern mathematics in the elementary school; field experience required in an elementary school mathematics program. Prerequisite: Mathematics 201.

318 Educational Psychology (3)

Application of psychology to the field of education, innate and acquired forms of behavior control, motivation of learning, transfer of training, individual differences in intelligence and achievement, evaluation and measurement. Field experience. Prerequisites: Education 253 or equivalent.

320 Children's Literature (3)

Survey of literature suited to the needs of children. See English 320.

322 Methods of Teaching Reading (3)

Methods and materials on the instruction of reading at the elementary level; analysis of learning and teaching problems and study of concrete materials and classroom procedures; consideration of research and theory in relation to current practice. Field experience.

344 Teaching Health and Physical Education in the Elementary School (3)

Methods, materials, content material and organizational procedures for conducting elementary school health and physical education programs; practice in teaching activities in elementary school health and physical education programs.

366 Teaching Social Studies in the Elementary School (3)

Content, materials and methodology in the social science field needed for the instruction of elementary children. FIELD EXPERIENCE.

382 Adapted Physical Education (3)

Study of physical and mental defects, corrective therapeutic exercises and physical education activities for the handicapped; observation and practical work. Spring, alternate years.

388 Teaching Science in the Elementary School (3)

Principles and methods of selecting and organizing suitable units for elementary school science; includes demonstrations, laboratory experiments, field trips, and tests.

411 Speech Correction for Children (3)

Elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See Speech 411.

417 Evaluation and Measurement in Education (3)

Theory of group and individual tests in educational decision-making and as a means of accountability; laboratory experiences in the writing of test items and the design of tests.

435 The Teaching of Language Arts (3)

Performance-based competencies in teaching handwriting, spelling, oral and written communication. FIELD EXPERIENCE (3)

440 Foundations of Mental Retardation (3)

Biological, psychological, and social foundations of mental deficiency, with emphasis on the various levels of retardation.

441 Elementary School Curriculum (3)

Principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change.

442 Secondary School Curriculum (3)

Current trends in modern secondary school curriculum; practical experiences in developing criteria for valid practices and curriculum change.

453 Philosophy of Education (3)

Implications derived from important philosophical aspects of modern education controversies; divergent views about the nature of man, reality, knowledge, and values; influence of current philosophies in the American school system.

461 Organization and Use of Audio-Visual Materials (3)

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels.

462 Principles of Teaching and Testing (Elementary) (3)

General and specific principles which underlie approaches to teaching and learning processes in the elementary school; experience with innovative methods and materials designed to diagnose and remediate problems arising from the needs of the elementary school child.

463 Principles of Teaching and Testing (Secondary) (3)

General and specific principles which underlie approaches to teaching and learning processes in the secondary school, with emphasis upon problems arising from adolescent needs.

466 Diagnostic Teaching of Reading in the Classroom (3)

Methods of diagnosing and individualizing instruction in reading in the classroom. Prerequisite: Education 322.

467 Foundations of Reading Instruction (3)

Advanced presentation of the methods and materials used for teaching reading; survey and critical evaluation of present trends.

468 Reading in the Content Areas (3)

Methods and materials for test screening, classroom diagnosis, remedial and developmental reading in the secondary school.

469 Personality and Mental Health (3)

Development of personality in a family setting; mental health and growth producing environments; ingredients in the family (self-worth, communication, system, and rules).

470 Introduction to Exceptional Children (3)

Detection of physical, mental, and emotional exceptionalities in children and their educational provisions.

471 Psycho-Social Foundations in Early Childhood Education (3)

Improving understanding of child's and teacher's feelings and of the socialization process; defining and maintaining limits for behavior; conceptualizing and accepting responsibility for improving children's interpersonal relations; evaluation of the early childhood curriculum as it contributes to the development of social and emotional sensitivity.

472 Early Childhood Programs (3)

Programs and activities in nursery schools, kindergartens, and day care centers; routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, and science; selected equipment and materials.

473 Teaching the Mentally Retarded (3)

Philosophy, objectives, methods, materials, and curriculum content for the three classifications of retarded - educable, trainable, and custodial.

478 The Learning Disabled Child (3)

Causes of learning disabilities and how they affect children in their social, emotional, and intellectual development; practical experiences in the study of how children learn control of movement, language, and thought.

479 Curriculum Development for Learning Disabilities (3)

Curriculum for the remediation of learning disabilities; practical experience in methods, techniques, and materials utilized in developing perceptual and cognitive skills; their application to reading, writing, spelling and mathematics, and the importance of creating an effective learning ecology.

480 Laboratory Course in Learning Disabilities (3)

Observation and participation in the procedures of gross motor and fine motor activities of children with learning disabilities and specific recommendations for programs to alleviate the problems in home, school, and community.

483 Educational Assessment of the Exceptional Child (3)

Laboratory course in methods of diagnosing and individualizing instruction in specific curricular areas of Exceptional Child Education; alternate methods of diagnosis and prescriptive learning.

484 Reading Diagnosis (3)

Methods of diagnosing and discovering disabilities and the problems inherent to this area of reading. Prerequisite: Education 322 or equivalent.

485 Principles of Guidance (3)

Various techniques used by teachers and guidance specialists, with special reference to a philosophy of guidance; evaluation of guidance programs in schools and/or agencies to enhance knowledge, problem-solving skills, appreciations, ideas, and attitudes necessary for competency in the guidance profession.

489 Introduction to Community Counseling (3)

The Community Counseling concept, its theory and philosophy; how to conduct community needs assessment studies and implement new programs; designed for persons working in the community in human service jobs; overview of the community agencies in the county and their various functions; grant writing and proposals studied and practiced.

490 Corrective Reading (3)

Application of methods and materials for use in the remediation of reading problems. Prerequisite: Education 322 or equivalent.

491 Group Dynamics (3)

Groups and group techniques as a basic tool for guidance, social interaction, and learning climates; topics include formation and operation of groups, social structure, human behavior, and leadership, with special emphasis on application to guidance activities.

492 Workshop in Education (Variable)

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

495 Advanced Elementary Curriculum (3)

Elementary school curriculum; its sources, organizations, areas of study, and a look ahead to new dimensions for educational evaluation.

496 Advanced Secondary Curriculum (3)

Current curriculum developments and problems involved in their construction, including innovative programs in secondary schools.

499 Directed Student Teaching (9)

Student teaching under the supervision of a fully certified teacher and a College supervisor. Prerequisite: Senior status.



Master of Science Education

The School of Education offers the Master of Science (M.S.) degree in five areas of specialization. Program descriptions and admission prerequisites are listed under each program.

- I. Administration / Supervision
- II. Exceptional Child Education
- III. Guidance and Counseling
- IV. Reading
- V. Community Counseling*

*The Community Counseling program does not qualify the graduate for school certification.

The Master of Science degree from Barry College is accepted in all states for the purpose of teacher certification. The degree programs of the School are approved by the Florida State Department of Education; and by virtue of this approval, Barry graduates are eligible for certification in twenty-eight states without specific course analysis.

GENERAL ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college with appropriate credits in professional education courses as indicated by transcripts.
- Undergraduate grade average of 3.00 (B)
- Acceptable score on the Miller Analogies Test.
- Two letters of recommendation for graduate study.

See individual programs for additional special prerequisites for admission.

All requirements for State Regular Certification which the applicant lacks and which are not achieved in the Master of Science degree must be met before the College recommends the student for Master's level Certification.

PROGRAM

The School requires successful completion of a minimum of thirty semester credits, including the requisites listed below; all required specialization courses; an acceptable score on the Advanced Test in Education of the Graduate Record Examination; a grade point average of 3.00 (B); and a passing grade on a final written comprehensive examination. Students pursuing a masters degree through the School of Education are permitted seven years to complete degree requirements from the date of initial matriculation.

TRANSFER CREDIT

A maximum of six graduate semester hours may be transferred from another college or university toward a graduate degree in Education, depending upon equivalency or applicability.

REQUISITES

All matriculated candidates in these areas of specialization must take EDU 601, Methodology of Education Research (3 cr.), normally within the first six credit hours; EDU 625. Advanced Educational Psychology (3 cr.); and EDU 626. Philosophy of School and Society (3 cr.). These three courses must be taken within the first eighteen credits of the four certification degree programs.

A student majoring in Community Counseling or Guidance and Counseling must satisfactorily complete the first course in the Counseling Core, EDU 591, during the first semester of enrollment, and may be required to undertake a personal counseling or therapy experience at the student's own expense. When counseling or therapy is stipulated by the Program Advisor, a student may not continue in the program until this requirement is satisfactorily fulfilled. This requirement is in no way a negative evaluation, but rather a positive learning experience for those who might find it most beneficial.

CANDIDACY

Eligibility to continue in a graduate program is reviewed by the School at the completion of the first part of a student's program. A student should file an application for candidacy in the School of Education office immediately after fulfilling the following requirements:

- twelve credits of graduate work, including the courses specified in requisites.
- B average or better.
- successful completion of the Advanced Test in Education of the Graduate Record Examination (not applicable to Community Counseling students).

I. ADMINISTRATION/SUPERVISION (30 cr.)

Sister Alice Joseph Moore, O.P., Ph.D., Program Advisor

Special Prerequisite:

Reading in the Content Areas

Required Basic Courses

EDU 601	Methodology of Educational Research
EDU 625	Advanced Educational Psychology
EDU 626	Philosophy of School and Society

Specialized Courses

Appropriate Credits in Administration selected from:

EDU 671	School Organization and Administration
EDU 672	Elementary School Administration
EDU 673	Secondary School Administration
*EDU 696	Seminar in Elementary School Administration and Supervision
*EDU 697	Seminar in Secondary School Administration and Supervision

Appropriate Credits in Supervision selected from:

EDU 692	Elementary School Supervision
EDU 693	Secondary School Supervision
*EDU 696	Seminar in Elementary School Administration and Supervision
*EDU 697	Seminar in Secondary School Administration and Supervision

*EDU 696, 697 may be used for Administration or Supervision, but not for both.

Appropriate Credits in Curriculum selected from:

Elementary

EDU 541	Elementary School Curriculum (Required)
EDU 572	Early Childhood Programs
EDU 595	Advanced Elementary Curriculum

Secondary

- EDU 542 Secondary School Curriculum (Required)
- EDU 568 Improvement of Reading in the Secondary School
- EDU 596 Advanced Secondary Curriculum

The Program Advisor will assist students in planning a program leading to a major in Administration or Supervision at the Elementary or Secondary level. Requirements vary, and the above listing indicates areas from which the student, in concert with the advisor, may make selections depending on individual needs.

II. EXCEPTIONAL CHILD EDUCATION (30 cr.)

Susan Roberts, Ph.D., Program Advisor

Special Prerequisites:

Applicants in the area of Exceptional Child Education should have completed the following course work:

- Teaching Arithmetic in the Elementary School
- Teaching Reading in the Elementary School
- Audio-Visual or Children's Literature
- Child and Adolescent Psychology
- One additional special methods course for the Elementary School

Required Basic Courses:

- EDU 601 Methodology of Educational Research
- EDU 625 Advanced Educational Psychology
- EDU 626 Philosophy of School and Society

Required Specialized Courses:

- EDU 511 Speech Correction for Children
- EDU 540 Foundations of Mental Retardation
- EDU 570 Introduction to Exceptional Children
- EDU 573 Teaching of the Mentally Retarded
- EDU 579 Curriculum Development for Learning Disabilities
- EDU 580 Laboratory Course in Learning Disabilities
- EDU 643 Evaluation of Children with Learning Disabilities

*To add Specific Learning Disabilities to a certificate, Education 578, The Learning Disabled Child, must be taken.

III. GUIDANCE AND COUNSELING (30 cr.)

Stephen D. Miller, Ph.D., Program Advisor

Special Prerequisites:

Applicants in the area of School Counselor preparation should have completed course work in the following areas:

- Child and/or Adolescent Psychology
- Personality Development/Theories
- Reading in the Content Areas

Required Basic Courses:

- EDU 601 Methodology of Educational Research
- EDU 625 Advanced Educational Psychology
- EDU 626 Philosophy of School and Society
- (EDU 601 and 625 must be taken to advance to candidacy)

Required Counseling Core:

- EDU 591 Group Dynamics (to be taken during first semester)
- EDU 652 Individual Counseling Procedures (Prerequisite: EDU 591; corequisite 591 with permission of advisor)
- EDU 658 Group Counseling Procedures (Prerequisites: EDU 591 and 652)
- EDU 694 Counseling Practicum (Individual and Group) (Prerequisites: EDU 591, 652, 658)

Required Courses for Certification:

- EDU 653 Career Development and Life Work Planning
- EDU 617 Evaluation I
- EDU 618 Evaluation II

Suggested Electives: (if desired)

- EDU 569 Personality and Mental Health
- EDU 585 Principles of Guidance
- EDU 587 College/University Student Services
- EDU 588 Crisis Intervention/Counseling
- EDU 657 Advanced Group Dynamics
- EDU 680 Family Therapy (Prerequisites: EDU 591, 652) (strongly recommended for elementary counseling emphasis)
- EDU 682 Consultation Procedures (strongly recommended for elementary counseling emphasis)
- EDU 684 Internship in Counseling Supervision (Prerequisite: EDU 694 and permission of instructor)

IV. READING (30 cr.)

Ann Carneal, Ed.D., Program Advisor

Special Prerequisites:

Applicants must have completed a course in Children's Literature.

Required Basic Courses:

- EDU 601 Methodology of Educational Research
- EDU 625 Advanced Educational Psychology
- EDU 626 Philosophy of School and Society

Required Specialized Courses:

- EDU 517 Evaluation and Measurement in Education
- EDU 567 Foundations of Reading Instruction
- EDU 568 Reading in the Content Areas
- EDU 584 Reading Diagnosis
- EDU 590 Corrective Reading
- EDU 630 Psychology of Reading
- EDU 634 Remedial Reading

V. COMMUNITY COUNSELING (30 cr.)

Stephen D. Miller, Ph.D., Program Advisor

In addition to the four programs designed to meet certification requirements for work in elementary and secondary school, the School of Education also offers the Master of Science degree in a professional program designed for those who prefer counseling in a community agency, junior college setting, an employment or rehabilitation counseling center, or mental health center. This degree program is not designed to meet teacher certification requirements.

General Admission Prerequisites

- Bachelor's degree from a regionally accredited college.
- Undergraduate/graduate preparation in psychology, education or related areas.
- Undergraduate grade average of 3.00 (B).
- Acceptable score on the Miller Analogies Test.
- Two letters of recommendation in support of graduate work.

Program

Successful completion of a minimum of 30 credits; satisfactory achievement on a competency test prior to candidacy; grade point average of 3.00 (B); and a passing grade on a final written comprehensive examination.

Required Basic Course:

EDU 601 Methodology of Educational Research (must be taken to advance to candidacy)

Required Counseling Core:

EDU 591 Group Dynamics (to be taken during first semester)

EDU 652 Individual Counseling Procedures (prerequisite 591)
(corequisite 591 with permission of advisor)

EDU 658 Group Counseling Procedures (prerequisites 591 and 652)

EDU 680 Family Therapy (prerequisites 591 and 652)

EDU 694 Counseling Practicum (Individual and Group) (prerequisites 591, 652, 658)

Required for Community Program:

EDU 617 Evaluation I

EDU 682 Consultation Procedures (prerequisites 591 and 652)

Required Electives: (Choose two)

EDU 588 Crisis Intervention

EDU 653 Career Development and Life Work Planning

EDU 657 Advanced Group Dynamics

Suggested Electives: (If desired)

- EDU 569 Personality and Mental Health
- EDU 585 Principles of Guidance
- EDU 587 College/University Student Services
- EDU 618 Evaluation II
- EDU 684 Internship in Counseling Supervision (prerequisite 694 and permission of instructor)

Course Descriptions – Education Prefix: EDU

All courses numbered 500 are open to undergraduates properly qualified to take them.

511 Speech Correction for Children (3)

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 problem.

517 Evaluation and Measurement in Education (3)

Theory of group and individual tests in educational decision-making and as a means of accountability; laboratory experiences in the writing of test items and the design of tests.

540 Foundations of Mental Retardation (3)

Biological, psychological, and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for the retarded children and adults.

541 Elementary School Curriculum (3)

Principles and problems in elementary school curriculum; practical experiences in developing criteria for valid practices and curriculum changes.

542 Secondary School Curriculum (3)

Emergent trends in modern secondary school curriculum; practical experiences in developing criteria for valid practices and curriculum changes.

567 Foundations of Reading Instruction (3)

Recent trends in methods and materials for teaching reading.

568 Reading in the Content Areas (3)

Methods and materials for testing screening, classroom diagnosis, remedial and developmental reading.

569 Personality and Mental Health (3)

Conditions which contribute to the development of a wholesome personality, with attention to proper mental adjustment in childhood and adolescence. This course culminates in each student's formulating and writing his/her own personality development theory.

570 Introduction to Exceptional Children (3)

Physical, mental, emotional, and social exceptionalities in children and their educational and social implications.

571 Psycho-Social Foundations in Early Childhood Education (3)

Implementation of the theoretical psycho-social concepts dealing with the efficacy of a high level of sensitivity, awareness, receptivity, and adaptability on the part of teachers of young children; designed to assist pre-service and inservice teachers in acquiring practical skills in the effective domain for the purpose of creating climates conducive to success in cognitive tasks; laboratory experience.

572 Early Childhood Programs (3)

Programs and activities in nursery schools, kindergartens, and day care centers; consideration of routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, science, art, music, rhythms, and dramatic play; evaluation of selected equipment and materials; laboratory experience.

573 Teaching of the Mentally Retarded (3)

Objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for the educable and trainable retardate.

578 The Learning Disabled Child (3)

Causes of learning disabilities and how they affect children in their social, emotional, and intellectual development; practical experiences in the study of how children learn control of movement, language and thought.

579 Curriculum Development for Learning Disabilities (3)

Curriculum for the remediation of learning disabilities; practical experience in methods, techniques, and materials utilized in developing perceptual and cognitive skills; their application to reading, writing, spelling, and mathematics, and the importance of creating an effective learning ecology.

580 Laboratory Course in Learning Disabilities (3)

Observation and participation in the procedures of gross motor and fine motor activities of children with learning disabilities and specific recommendations for programs to alleviate the problems in home, school, and community.

583 Educational Assessment of the Exceptional Child (3)

Laboratory course in methods of diagnosing and individualizing instruction in specific curricular areas in Exceptional Child Education.

584 Reading Diagnosis (3)

Laboratory course in methods of diagnosing and discovering disabilities in reading and areas contributing to reading problems. Included are administration, interpretation and use of tests. Prerequisite: EDU 322 or 467/567.

585 Principles of Guidance (3)

Introduction to the field of guidance, counseling, and student services with emphasis on the historical, psychological, philosophical, and sociological factors which underly current methods and instruments used in the field, including the changes occurring in society and the ethics and professionalism of counseling.

587 College/University Student Services (3)

Fundamental concepts, organization and administration of higher education student affairs/services work. Consideration given current problems of college students and the role of student services/affairs workers as generalist educators; experience in most divisions of student affairs office.

588 Crisis Intervention/Counseling (3)

Investigation and analysis of the theories and techniques in crisis intervention by studying theories, methodology, and models for resolution of both incidental and developmental crisis.

589 Introduction to Community Counseling (3)

Community Counseling concept, its theory and philosophy; how to conduct community needs assessment studies and implement new programs; designed for persons working in the community in human service jobs; students will also get an overview of the community agencies in the county and learn their various functions; grant writing and proposals are studied and practiced.

590 Corrective Reading (3)

Laboratory course dealing with methods, techniques, and materials currently in use in remediation of primary and secondary reading disability cases. Prerequisite: EDU 484/584 or permission of advisor.

591 Group Dynamics (Human Interaction I) (3)

Face-to-face group experience; major emphasis will be on the social psychological approach to the function of groups; development of personal identity, and self and social control.

592 Workshop in Education (1-3)

Workshops in selected phases of education in accordance with timely professional and community interests.

595 Advanced Elementary Curriculum (3)

Current curriculum in elementary school developments and a study of problems involved in their construction, including in-depth study of innovative programs.

596 Advanced Secondary Curriculum (3)

Current curricula in secondary school developments and a study of problems involved in their construction, including in-depth study of innovative programs.

All courses numbered 600 are open only to students with baccalaureate degrees or their equivalent

601 Methodology of Educational Research (3)

Research process in education; methods and techniques of conducting research; experience in designing a research study and preparing a proposal; reading and interpretation of research literature.

602 Philosophy and Psychology of Adult Education (3)

Deals with the historical background, principles, agencies, problems and issues of the field of adult education; over-view of psychological, physiological and sociological foundations of the adult learner.

603 Program Planning, Evaluation and Administration of Adult Education Programs (3)

Designing and implementing adult education programs; study of financing, budgeting and problems in coordination and control.

617 Evaluation I (3)

Theory, administration, scoring, and interpretation of standardized tests; practical experience with selected tests used in academic situations.

618 Evaluation II (3)

Administration, scoring, and uses of standardized tests; practice in various evaluation techniques including observational techniques, check lists, sociometric techniques, and projective techniques. Prerequisite: Education 617 or consent of instructor.

619 Analysis of the Individual (3)

Use of individual ability and achievement tests: Wechsler scales, the Stanford-Binet and the Wide Range Achievement Tests. Prerequisites: Education 617 and/or consent of instructor.

625 Advanced Educational Psychology (3)

Survey of modern theories of psychology in education and their implications in present-day learning situations.

626 Philosophy of School and Society (3)

Philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.

630 Psychology of Reading (3)

Scope of the reading process is examined through its physiological, psychological, and sensory correlates; current methods in teaching and recent experiments and research conducted in relation to successes and failures in reading. Prerequisite: EDU 567 or equivalent.

634 Remedial Reading (3)

Clinical practice in remedial techniques with pupils who evidence reading problems. Prerequisites: EDU 584, 590, 643 or equivalent or permission of advisor.

643 Evaluation of Children with Learning Disabilities (3)

Procedures, tests, scales, and other evaluation procedures used in determining the causes and nature of learning disabilities and personality difficulties in children with specific recommendations for programs to alleviate problems in home, school, and community.

652 Individual Counseling Procedures (3)

Major concepts in individual counseling theory and practice; competencies in relationship-building, role-playing, simulation, and interviewing; students required to conduct individual counseling sessions outside of class at the level (child, adolescent, adult) at which they expect to function. Pre-or Corequisite: EDU 591.

653 Career Development and Life Work Planning (3)

Major concepts, knowledge and skills in the areas of educational planning, career development, and life work planning; opportunities provided for students to develop skills in planning and conducting career development and life work planning workshops.

657 Advanced Group Dynamics (Human Interaction II) (3)

Concepts, research, and theory relative to the small group process; students will participate in an advanced, small, face-to-face task group with an emphasis on developing competencies in self-intervention and growth as well as competencies in processes of small group phenomena such as interpersonal communication, feedback, norms, decision-making, leadership, authority and membership. Prerequisite: EDU 591 and permission of instructor.

658 Group Counseling Procedures (3)

Major concepts in group counseling theory and practice; competencies in the subjective processes of the group counseling relationship and applied to coordinate group work situations; students required to conduct group counseling sessions outside of class at the level (child, adolescent, adult) at which they expect to function. Prerequisites: EDU 591 and 652.

671 School Organization and Administration (3)

Fundamental facts and procedures of school administration; analysis of policies and problems in the organization and direction of school systems; functions of the various school officers.

672 Elementary School Administration (3)

Duties and responsibilities of elementary school principals, organization and administration of the individual school; buildings; supplies, and equipment.

673 Secondary School Administration (3)

Qualifications, role and function of the secondary school administrator; course schedules, equipment, and supplies; school law; teacher certification; accreditation procedures, and problems attendant to organizing and administering today's secondary school.

680 Family Therapy (3)

Investigation into the theories and practice of family therapy; current models of therapy studied and applied in practice sessions.

682 Consultation Procedures (3)

Review of the principles of consultation between counseling professionals; education and process models.

684 Internship in Counseling Supervision (3)

Supervised practice in supervising individual, group and family counseling. Approval of Program Advisor required.

692 Elementary School Supervision (3)

Function of supervisory personnel in the improvement of instruction; delineation of specific areas, activities, methods, and devices for innovative effectiveness.

693 Secondary School Supervision (3)

Improvement of instruction in secondary school through emphasis on remedial programs; adapting teaching to individual differences; supervisory functions of special area supervisors.

694 Counseling Practicum (3)

Supervised counseling practices involving both individuals and groups. Conducted in the field and on campus in a setting appropriate at the level at which the student expects to function and which permits demonstration and practice of the full range of competencies learned throughout the counselor preparation program. Prerequisites: EDU 591, 652, 658.

696 Seminar in Elementary Administration and Supervision (3)

Issues in elementary school administration and supervision.

697 Seminar in Secondary Administration and Supervision (3)

Issues in secondary school administration and supervision.

698 Seminars in Guidance and Counseling (3)

Recent developments, issues and experience in student services/affairs work, especially as related to human and helping relationships.

701 Advanced Study in Education (3-6)

Opportunities to pursue independent research under the guidance of an advisor in areas of special interest to the student; approval of Program Advisor and the Dean required.



Faculty School of Education

Gerry M. Bohning Associate Professor of Education

B.A. Dakota Wesleyan University
M.A. University of South Dakota
Ed.D. University of Miami

Ann S. Carneal Associate Professor of Education

B.A. Southern Methodist University
M.A. University of Kentucky
Ed.S. University of Kentucky
Ed.D. University of Miami

Bert Kleiman Lecturer in Education

B.A. City College of New York
M.Ed. University of Florida
Ed.D. Harvard University

- John W. Maguire Professor of Education
 A.B. Boston University
 M.Ed. University of Miami
 Ph.D. Florida State University
- Stephen D. Miller Associate Professor of Education
 B.S. University of Maine
 M.A. Syracuse University
 Ph.D. University of Akron
- Sister Alice Joseph Moore, O.P. Professor of Education
 Ph.B. Siena Heights College
 M.A. The Catholic University of America
 Ph.D. The Catholic University of America
- Sister Marilyn Morman, O.P. Assistant Professor of Education
 B.A. Siena Heights College
 M.A. Barry College
 M.S. Florida State University
 Ph.D. Florida State University
- Susan C. Roberts Associate Professor of Education
 B.A. Rollins College
 M.A. University of South Florida
 Ph.D. University of Florida
- Arlene T. Shannon Associate Professor of Education
 B.A. Queens College
 M.S. Fordham University
 Ph.D. University of Miami
- Sister Marie Siena, O.P. Professor of Education
 B.S. Siena Heights College
 M.S. University of Michigan
 Ed.D. Wayne State University
- Mark R. Truitt Lecturer in Education
 B.S. Southern Connecticut State College
 M.Ed. University of Miami



School of Nursing

Sister Judith Ann Balcerski, M.S.N., Dean (on leave)

Marcia Leslie, M.N., Acting Dean

Undergraduate — Bachelor of Science Nursing (B.S.N.)

The purpose of the nursing program is to offer students a baccalaureate education which will prepare them as professional nurses. The program, within a basic Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions that require beginning administrative skills without additional education, beginning skills in research, continued personal and professional growth, and graduate study in nursing. The program is approved by the Florida State Board of Nursing and is accredited by the National League for Nursing.

In addition to the generic nursing curriculum, the School also has a Division of Continuing Education for nurses which offers a selection of programs for the practicing nurse. Continuing Education Credit Units (CEU's) may be earned for these courses which will meet re-licensure requirements. The Continuing Education Division is approved by the Florida State Board of Nursing (Provider No. U-000081).

ADMISSION REQUIREMENTS TO THE SCHOOL OF NURSING

In addition to general college admission requirements the following criteria must be met by applicants to the School of Nursing:

- (1) completion of a course in biology and chemistry (with laboratories) with a minimum grade of C in each,
- (2) completion of three years of math, including Algebra II, with a minimum grade of C in each,
- (3) achievement of a minimum total score of 850 on the SAT, with no less than individual scores of 400, in each of the Quantitative and Verbal tests,
- (4) achievement at or above the 25th percentile on the National League for Nursing Pre-Nursing and Guidance Examination.

PROGRESSION TO CLINICAL COURSES

Admission to the School of Nursing does not guarantee progression to clinical nursing courses. The faculty of the School of Nursing reserves the right of retaining and progressing those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability.

The following are the criteria for progression to the first clinical nursing course which begins at the sophomore level:

- (1) Submission of a formal letter indicating a compatibility of personal goals with the goals of the School and the College;
- (2) Completion of Human Anatomy, Microbiology, and Biochemistry with at least a C in each course;
- (3) Attainment of a 2.00 (C) average in courses taken in the natural and social science block, which may include Human Anatomy, Microbiology, Biochemistry, Psychology, Sociology, Social Science, Nutrition, and Growth and Development;
- (4) Attainment of a 2.00 (C) cumulative grade point average in all coursework taken at Barry;
- (5) Completion of 30 credits of coursework;
- (6) Submission of evidence of a health status acceptable for the practice of nursing and a yearly submission of a report of an examination indicating good mental and physical health of the student.

The following are policies regarding continued progression in nursing:

- (1) If a student receives a D or an F in Physiology, registration for future clinical nursing courses will not be permitted until a passing grade of C or above is attained.
- (2) In the event that a withdrawal or a grade lower than a C is received in any clinical nursing course, the individual student's academic and advisee records will be evaluated by the nursing faculty. Depending upon this evaluation, the student may be allowed to repeat the nursing course, or be counseled to withdraw from the program.

- (3) Only one nursing course may be repeated and then only with the recommendation of the nursing faculty.

TRANSFER STUDENTS

A limited number of transfer students, including registered nurses, may be accepted for the clinical courses on a space-available basis. The admission and progression criteria applicable to basic students must also be met by transfer students.

REGISTERED NURSE (R.N.) POLICIES AND PROCEDURES

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the School of Nursing. The program followed by the R.N. students will be designed to be as flexible and responsive to individual student needs as possible within the constraints of the basic curriculum, limited financial and human resources of the School of Nursing.

The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit and successful completion of advanced standing credit examinations which are offered.

Admission Procedure for R.N. Students:

Individuals seeking admission must meet admission criteria of the college as outlined in the catalog. In addition, the registered nurse applicant must meet the admission criteria of the School of Nursing.

The candidate must complete the following criteria to be admitted to the School of Nursing:

- (1) Submit all college transcripts and/or School of Nursing transcript. Science courses must be no more than ten years old. Cumulative G.P.A. must be 2.50 on 4.00 scale.
- (2) Present current active license from the State of Florida.
- (3) Present copy of the State Board scores.
- (4) Submit three letters of recommendation.
- (5) Complete an interview with the Dean or appointed faculty member. During the interview period, the candidate will write an essay question.

Admission to the clinical courses/proficiency eligibility is not automatic upon admission to the School of Nursing but rather on a space-available basis. All students, (both basic and R.N.) must meet the progression criteria stated in the Catalog. In addition, the R.N. student must have completed two years of full-time employment as a registered nurse and must have completed seven credits at Barry, four of which must be Physiology.

GRADUATION

The student must meet all College and Nursing Program requirements. In compliance with the College requirement for a senior comprehensive examination, the senior students will be required to take the National League for Nursing Standardized Tests. Upon completion of the Nursing Program, the graduate is eligible to write the Professional Nurse Licensing Examination. Arrests or conviction for an offense other than a minor traffic violation may be grounds for denial of admission to the Licensure Examination.

TRANSPORTATION

Beginning in the sophomore year, 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 is acceptable except during the senior community health experience.

NURSING PROGRAM COURSE REQUIREMENTS

Nursing Major: (56 cr.)

NUR 201	Nursing Process
NUR 277	Nursing Care of Mothers and Newborns
NUR 377	Nursing Care of Children
NUR 378	Nursing Care of Adults
NUR 401	Fundamentals of Nursing Research
NUR 445	Trends and Issues in Nursing
NUR 464	Psychiatric Nursing
NUR 481	Community Health Nursing
NUR 483	Health Assessment
NUR 496	Leadership in Nursing

Nursing Electives include:

NUR 300	Special Topics
NUR 459	Independent Study

Distribution and Corequisite Courses: (54 cr.)

DIN 271	Nutritional Significance of Food
PSY 382	Developmental Psychology
PHY 151	Introduction to Physics
BIO 230	Human Anatomy
BIO 253	Introduction to Microbiology
BIO 331	Human Physiology I
BIO 332	Human Physiology II
CHE 152	Introduction to Biochemistry
PSY 281	Introduction to Psychology
SOC—	Sociology/Psychology/Anthropology (6 cr.)
PHI 152	Methods of Reasoning
PHI 453	Biomedical Ethics (minimum 3 cr.)
PHI/REL	Philosophy or Religious Studies elective (3 cr.)
SPE/ENG	Speech elective or English Composition (6 cr. total)
	FREE electives: (10 cr.)



Course Descriptions – Nursing Prefix: NUR

201 Nursing Process (8)

Clinical study of the professional nursing process; formulation and implementation of nursing care plans which reflect clinical application of the problem-solving approach and the acquisition and integration of skills necessary to provide nursing care to patients and families; formulation of patient care problems; state nursing diagnoses; collection, analysis, and utilization of pertinent patient data obtained through observation, reading, and interview techniques; section of appropriate nursing measures for implementing the plan of care; concepts of stress and adaptation; clinical experience in the College nursing laboratory, nursing home, and a hospital setting. Prerequisite: admission to clinical nursing courses. Corequisites: Biology 331, DIN 271 or PSY 382, 3 hours discussion, seminar, lecture: 15 hours laboratory.

277 Nursing Care of Mothers and Newborns (7)

Nursing during the maternity cycle, including the neonatal period; stress and adaptation as manifested in these phases; family-centered approach, with the application of growth and development concepts and emphasis on the psycho-social and cultural factors which affect adaptive behavior; experiences in clinics, physicians' offices, hospitals, and home settings. Prerequisite: Nursing 201; Corequisite: Biology 332, DIN 271 or PSY 382, 4 hours discussion, seminar, lecture. 10 hours laboratory.

300 Special Topics (1-3)

Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interests.

377 Nursing Care of Children (7)

Care of children from infancy through adolescence; family-centered approach, with application of growth and development concepts throughout the periods of infancy, childhood and adolescence; experiences in clinic, nursery school, and hospital settings. Prerequisites: Nursing 277, PSY 382, and DIN 271. 4 hours discussion, seminar, lecture. 10 hours laboratory.

378 Nursing Care of Adults (8)

Continued development of skill in utilizing the nursing process in caring for adult and aged patients and families whose conditions require adaptations to limitations on daily living, interruptions of return to the community, and changes in body image; experiences in assessment of patients' and families' adaptive patterns, and implementation of a plan of care to support successful coping processes provided in hospital and nursing home settings. Prerequisite: Nursing 377, 3 hours discussion, seminar, lecture. 15 hours laboratory.

401 Fundamentals of Nursing Research (2)

Introduction to the 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 or nursing research.

445 Trends and Issues in Nursing (1)

Focuses on contemporary political, social, and economic changes as they affect nursing; historical perspectives; current issues and trends as they impact the individual and the profession.

459 Independent Study (1-3)

Opportunity for an in-depth investigation in an area of nursing of special interest to the student; student is the prime course designer assisted and guided by a faculty member in the School of Nursing. Prerequisites: NUR 378 and permission of Dean.

Nursing 464, 481 and 496 are each offered three times during consecutive 10 week terms between September and May. Departure from the regular semester schedule necessitates that full-time students register once for the full senior year.

464 Psychiatric Nursing (7)

Extension and refocus of previously acquired knowledge of the behavior and psychodynamic concepts and theories as applied within the clinical settings of psychiatric nursing; opportunities for new learning about the psychopathology of human behavior concurrent with present treatment modalities; current concepts of interpersonal and intrapersonal interaction. Prerequisite: Nursing 378. 4 hours discussion, seminar, lecture. 16 hours laboratory.

481 Community Health Nursing (7)

Nursing as an integral part of an organized community effort for the delivery of personal and environmental health services; nursing process as applied to the family and community and through supervised clinical practice in a health agency; opportunities provided for learning to identify the health problems of a community and how community health programs are developed to meet these problems; clinical experiences in the home, schools, health and other community agencies. Prerequisite: Nursing 378. 3 hours discussion, seminar, lecture. 23 hours laboratory.

483 Health Assessment (2)

Introduction to the concepts and skills of health assessment, including history-taking, physical examination techniques and problem-oriented method of recording health data. Precepted practice sessions in College Nursing Laboratory.

496 Leadership in Nursing (7)

Principles of management and concepts of leadership, creativity, decision-making, and change as they pertain to nursing functions in the clinical setting; development includes leadership skills in working with members of the nursing team, in planning and implementing care for groups of patients, and assisting other members of the nursing team in utilizing the nursing process in their area of competence; concurrent and projected trends in nursing are the basis for exploring the legal and professional responsibilities of the nurse as a person, to the profession and to society. Prerequisite: NUR 378. 3 hours discussion, seminar, lecture, 20 hours laboratory.

DIN 271 Nutritional Significance of Food (3)

Essentials of optimum nutrition in health and disease: macronutrients and energy metabolism; vitamins and minerals; nutrition and diet for the patient.



Faculty School of Nursing

Sister Judith Ann Balcerski, O.P. Associate Professor of Nursing
B.S.N. Barry College
M.S.N. Wayne State University
Doctoral candidate, University of Michigan

Shirley M. Bohnert Assistant Professor of Nursing
C.N.M. Nazareth Hospital School of Nursing
B.S.N. Spalding College
M.S.N. Boston College
Additional Study at Johns Hopkins University,
School of Public Health

Anne Marie Desmond Assistant Professor of Nursing
B.S.N. Barry College
M.N. Emory University

Joyce Emmons Instructor of Nursing
A.A. Eastern Kentucky University
B.S.N. Florida International
M.S.N. Indiana University
Pediatric Nurse Practitioner Certification from University
of Miami

- Deanna Epley Assistant Professor of Nursing
 B.S.N. Bradley University
 M.S.N. Florida International
 M.S.N. University of Miami
- Louise McCormick Geiss Assistant Professor of Nursing
 B.S.N. Barry College
 M.S. University of Maryland
- Carol A. Hutton Assistant Professor of Nursing
 B.S.N. University of Delaware
 M.S.N. Yale University
- Marcia Leslie Associate Professor of Nursing
 B.S.N.E. Spaulding College
 M.N. University of Florida
 Nurse Practitioner Certification from
 University of Miami
- Barbara Haines Minsky Assistant Professor of Nursing
 B.S.N. Barry College
 M.S.N. Ohio State University
- Carole Kurz Mizo Assistant Professor of Nursing
 B.S.N. Villanova University
 M.S. Boston University
- Carol Roberts Assistant Professor of Nursing
 B.N. Memorial University of Newfoundland
 M.S. Boston University
- Linda Sabin Assistant Professor of Nursing
 B.S.N. Syracuse University
 M.S.N. Syracuse University
- Lois M. Selvaggi Associate Professor of Nursing
 B.S.N. Florida State University
 M.A. Teachers College, Columbia University
 Doctoral candidate, University of Miami
- Cynthia Shiffer Instructor of Nursing
 B.S.N. Barry College
 M.S.N. Ohio State University
- Gale S. Woolley Assistant Professor of Nursing
 B.S. University of Rhode Island
 M.S. Adelphi University



School of Social Work

John M. Riley, Ph.D., Dean

Robert H. Nee, Ph.D., Associate Dean

Social Work is a challenging profession that offers many satisfactions to those who wish to participate in solving the social problems of contemporary society. Social Work today requires highly skilled people to deal with the entire spectrum of human needs as they are experienced by individuals, families, small groups, human service organizations, and communities. Social workers, working with others, participate in helping to solve problems associated with financial need, social and cultural deprivation, racial injustice, physical and mental illness, disadvantaged children, troubled youth, disturbed family relationships, and aging. To meet the many different forms these problems take, the professionally trained social worker utilizes a scientific problem-solving approach in offering direct services to individuals and groups, in the administration and development of effective service delivery systems, in community planning and development and in research.

In response to a demand for professionally trained social workers, Barry College established the only graduate social work program in South Florida in 1966. The School is accredited by the Council on Social Work Education, and the curriculum of the School is planned in accordance with the standards set by the Council.

OBJECTIVES OF THE SCHOOL

The objectives of the School derive from the values, ethics, and goals of the social work profession and are congruent with the moral, religious, and ethical commitments of Barry College. The profession of social work is committed to the improvement of social conditions that affect adversely the quality of life of all peoples. Social work is a practice profession; it aims to solve problems of social dysfunctioning, to enhance functional social units at all levels of society, and to contribute to the knowledge of the profession. The profession attempts to provide opportunities for individual growth by effecting changes in a variety of complex, interrelated systems. Individuals, families, and small groups are conceptualized as "small systems"; and communities, organizations, and social institutions are conceptualized as "large systems".

Barry College School of Social Work prepares students for professional practice within human service organizations. It does not prepare its graduates to engage in private practice without appropriate educational experiences as well as additional supervision following receipt of their graduate degree. The Faculty supports the development, promulgation and monitoring of minimal standards for private practice by professional organizations such as the National Association of Social Workers. The goals of the profession and the School are prevention, remediation, social change, and research. These goals are broad in scope and profound in nature. In fulfillment of these goals, the educational objectives of the School of Social Work are fourfold. All are sincere commitments of the School.

(1) Education of Students for the Practice of Social Work. The School provides an educational program leading to the achievement of the baccalaureate and master degrees. The baccalaureate program is designed to educate students to perform effectively as generalists in "small" systems. The master's degree program is designed to educate students to perform effectively as specialists in "small" and "large" systems. Both the undergraduate and graduate programs are sequential and are planned to provide knowledge and skill of increasing depth and specialization. Within the educational continuum, students are

- to acquire knowledge of the values of social work as a profession and act in accord with these principles;
- to acquire knowledge of the complex interrelationship between individual social functioning and familial, cultural, and social forces, and to develop an understanding of the importance of each for assessment and problem solutions and to demonstrate ability to engage in those activities with effectiveness.
- to acquire a disciplined and systematic method of thinking in identifying, analyzing, and ameliorating problems wherever the locus of the problem exists, as well as anticipating incipient problems and be able to carry out planned interventions with competence.
- to become increasingly disciplined in use of self in interactions and interventions with others;

- to acquire knowledge and skill in more than one social work method.

Evidence of the accomplishment of this objective will mainly be discoverable in the professional practice of graduates of the School.

(2) Education for Social Research. Underlying all social work and social welfare endeavors is the challenge to improve and change dysfunctional small and large social systems. This objective requires knowledge of the causes of intrapsychic, interpersonal, and environmental forces that affect, create, or threaten to undermine the functioning of large and small social systems. It also requires knowledge of the relative value of programs and methods of intervention in improving such systems. The fulfillment of this objective requires educating for social research and scientific discovery. It also requires education in skeptical evaluation of social data, the development of knowledge of methodologies, and the acquisition of an attitude of social responsibility that inspires a spirit of inquiry in search for new methods of assessment and evaluation. It also demands historical perspective and courage to undertake a variety of research endeavors that question old assumptions and contribute to knowledge of new ways of preventing, ameliorating and/or remediating social dysfunctioning.

(3) Education for Community Service. The School of Social Work acknowledges its responsibility to provide service to the community in which it is located through practice, consultation, and continuing education. This responsibility is fulfilled by faculty and students who utilize their knowledge and skills in providing services and sponsoring workshops, seminars, and educational programs designed to effect systematic changes in policies and procedures that undermine individual growth and the enhancement of the quality of life within the community. This objective implies knowledge of the political, economic, social, cultural, and psychological influences of social services within the community, the state, and the nation. Community service activities attempt to effect immediate and long-range changes in South Florida and, hopefully, elsewhere.

(4) Education for Social Responsibility. Closely allied to the objectives of educating students for community service is that of educating students for social responsibility. Social responsibility represents one of the highest priorities of the School. This objective assumes knowledge and understanding of the human condition of every person in a pluralistic society; the perception to identify major social changes; and the acquisition of skills to create opportunities to enhance the lives of oppressed people and to end oppression. This objective addresses itself to the correction of minority group injustices and other inequities in our society. Social responsibility assumes the development of knowledge, understanding, and skill in the use of the full range of social work methodologies.

Evidence of the accomplishment of the preceding three objectives will mainly be discoverable in decisions and acts of members of the Faculty, the Faculty acting as a unit, and subunits thereof.

Bachelor of Social Work (B.S.W.)

Undergraduates in social work earn a Bachelor of Social Work (BSW) degree. The BSW program prepares students for beginning professional practice in direct services to individuals, families, and small groups.

Freshmen and sophomore students who are interested in social work should focus on obtaining a broad liberal arts background as foundation knowledge. Thirty distributive course credits should be completed by the end of the sophomore year. In the sophomore and junior years, social work students take the required courses in their major. These courses are (33 credits):

SW	336	Social Welfare as Social Institution	3 cr.
SW	364	Community Structure I	3 cr.
SW	380	Community Structure II	3 cr.
SW	376	An Introduction to Social Work Methods	3 cr.
ANT	243	Cultural Anthropology	3 cr.
BUS	201	Principles of Economics I	3 cr.
POS	301	American Government	3 cr.
PSY	281	Introduction to Psychology	3 cr.
PSY	382	Developmental Psychology	3 cr.
SOC	201	Principles of Psychology	3 cr.
SOC	409	Research Methodology	3 cr.

In the senior year, the student's coursework will include the following 30 credits:

SW	401	Social Welfare Policies and Services I	2 cr.
SW	402	Social Welfare Policies and Services II	2 cr.
SW	421	Social Work Practice I	2 cr.
SW	422	Casework II	2 cr.
SW	423	Group Work II	2 cr.
SW	451	Socio-Cultural Theories and Human Behavior	2 cr.
SW	452	Personality Theories and Human Behavior	2 cr.
SW	467	Psychodynamics of Adulthood	2 cr.
SW	481	Research I	2 cr.
SW	482	Research II	2 cr.
SW	491	Field Instruction I	5 cr.
SW	492	Field Instruction II	5 cr.

The B.S.W. is a professional degree. Students majoring in social work are expected to develop knowledge, skills, values, and the self-understanding necessary for beginning professional practice as they move through their classroom and field-learning experiences. Criteria are therefore established to determine, as far as possible, the students' readiness to be advanced to their next status. The Coordinator of the B.S.W. program is responsible for determining the status of a student.

There are three statuses for beginning professional practice. These are Beginning Majors (Freshmen and Sophomores); Intermediate Majors (Juniors); and B.S.W. Candidates (Seniors).

Advancement from beginning to intermediate status is based upon the completion of 60 credits (including SW 336) with a GPA of 2.00 (C) and the recommendation of the B.S.W. Coordinator.

Achieving the status of a B.S.W. Candidate (Senior) is based upon the following:

1. Completion of 90 credits with a GPA of 2.50 (C+)
2. Completion of SW 336, 364, 376, 380, with a GPA of 3.00 (B) or above.
3. Recommendation for candidacy by the B.S.W. Coordinator.

TRANSPORATION

Distances and transportation facilities in the South Florida area necessitate travelling by car to the agencies in which students are assigned. For this reason, it is important that students have access to cars during the periods they will be in field instruction.

FIELD INSTRUCTION PERFORMANCE

An unsatisfactory performance (NC) in either SW 491 or 492 (Field Instruction) shall prevent a candidate from completing the BSW program.

TRANSFER STUDENTS

To be awarded the BSW degree, students who transfer must earn their last 60 credits in residence at Barry. Inquiries about transferring should be made to the BSW Program Coordinator.

ADVANCED STANDING

Advanced standing is a status given to a BSW graduate from Barry who is admitted to the second year MSW program at Barry. Information about applications to the graduate program in social work at Barry should be secured from the Office of Admissions.

Course Descriptions – Social Work Prefix: SW

336 Social Welfare as a Social Institution (3)

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.

364 Community Structure I (3)

Organization and operation of social service settings; outside speakers and field trips employed in teaching the students about the existence and usage of community resources.

376 An Introduction to Social Work Methods (3)

Interventive methods within a preventive, treatment, and rehabilitative framework; generic methods in social work, casework, group work, and community organization.

380 Community Structure II (3)

Field experience in social agency one day per week and concurrent seminar to clarify student perceptions and understanding of organization and operation of social service settings. Prerequisites: SW 336, 364, 376 or Instructor's permission.

401 Social Welfare Policies and Services I (2)

Policies and services relevant to social welfare and the development of analytic skills in examining such policies and services; aims at strengthening the student's commitment to the profession's responsibility to promote programs that prevent and ameliorate social problems.

402 Social Welfare Policies and Services II (2)

Nature and extent of racism in American culture and society; analytic skills developed for assessing the impact of racist policies and practices on social institutions and people, regardless of their ethnicity.

421 Social Work Practice I (2)

Major practice concepts and principles providing a comprehensive view of social work practice; processes of problem-solving, with reference to values and ethics of the profession and elements common to practice which permit applicability to various system levels.

422 Casework II (2)

Methods of helping individuals and families to solve problems of social functioning; principles of helping and the values and ethics of social work and social casework through the analysis of increasingly complex problem situations.

423 Group Work II (2)

The group as the means and context for change; nature of the worker-group relationship, group development, individual and group diagnosis, formulation of interventive strategies, and group treatment.

451 Socio-Cultural Theories and Human Behavior (2)

Companion course to Personality Theories and Human Behavior; concentrates on larger social systems such as small groups, formal organizations and cultures, and their effect on human behavior.

452 Personality Theories and Human Behavior (2)

Physical, social, and emotional development of individuals; major areas of study in each phase of maturation are behaviors and coping strategies, optimal conditions for growth of the health personality, and the dynamics and influence of interpersonal transactions.

467 Psychodynamics of Adulthood (2)

Continues the study of the individual through middle age and old age.

481, 482 Research I and II (2) (2)

Nature, purposes and functions of social work research; experience in designing and implementing a research design and skill in consuming research findings.

491, 492 Field Instruction (5) (5)

Assignment in a human service agency where field instructor offers personal supervision; experiential learning to help students integrate theory with practice to develop appropriate skill, knowledge, attitude, and professional identification; experiences which afford opportunity to apply and test concepts and theory presented in both class and field situations.



Master of Social Work (M.S.W.)

ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college, with satisfactory grade point average as indicated by official transcripts.
- Three completed recommendation forms in support of graduate social work study.
- Statement to the Admissions Committee, including the development of your interest in social work; any experiences of a personal, work, or educational nature which you believe may be of value in preparing you for social work; your rationale for pursuing social work education if you have had training or experience in another professional field; plans to finance your graduate education; and continuing family or work responsibilities which you expect to maintain during two years of graduate work.
- An admission interview may be requested by the School. Applicants who have questions about the program or the profession, are encouraged to contact the School to arrange an interview.

An applicant who is otherwise qualified but whose academic record is of borderline quality may be asked to submit a test score from either the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination.

In order to provide the applicant with an objective evaluation of application credentials, all criteria are reviewed by the Admissions Committee of the School. Both achievement and potential are assessed in order to arrive at a decision on educability for graduate social work and suitability for the social work profession. The Committee analyzes academic achievement; work experience, especially in social welfare; evidence of good physical and mental health; maturity; and motivation for social work. The outcome of this assessment will be acceptance, deferment, or rejection, and the decision of the Committee will be forwarded to the applicant in writing by the Admissions Office. A returning student who has completed his/her first year of study more than five years before reapplying is normally required to repeat the first year of study.

TRANSFER OF CREDITS

The applicant who has satisfactorily completed a first-year program in another accredited graduate school of social work may be admitted to the second year in this School if the applicant has satisfactorily completed the first year within the five-year period preceding application. The School will accept a maximum of thirty credit hours from another graduate school of social work.

PROGRAM

The curriculum is designed to prepare responsible practitioners for a wide range of professional practice. During the first year of graduate study, students examine the breadth of social work practice and methods, and their field instruction is primarily focused on direct service to individuals, families, and small groups. During the second year of study, students elect to gain advanced levels of knowledge and skill as small system workers or large system workers.

Small system workers develop specialized knowledge and skill in relation to individuals, families, and small groups. More specifically, this worker will have skill in practice forms of casework and group work and in the evaluation of the effectiveness of clinical interventions. Large system workers will develop specialized knowledge and skill in relation to organizations, organizational sub-units, and communities. More specifically, this worker will have skill in such roles as supervisor of programs and/or service staff; grant administration; program and community planning; community development; executive management; and program and policy evaluation.

There are four basic areas of classroom study. Social Welfare Policies and Services includes the study of (1) the development of national and local social welfare policy; (2) existing social welfare programs; (3) the social services needed in those programs; and (4) the impact of racism on social service delivery systems.

Human Behavior and Social Environment is the theoretical base for understanding the systems with which social workers have professional interaction; individual, small groups, organizations, and communities.

Social Work Methods provide, in the beginning, an introduction to the fields of social work practice and the knowledge and value bases of the practice of the profession; it later provides an elaboration of the intervention skills judged to be valuable in social work.

Social Work Research offers knowledge of the scientific approach and research methodology and, if desired, substantial skill in the conduct of social work research.

Theoretical instruction is complemented by field instruction in a wide variety of social agencies and other human service organizations in the South Florida area. During the first semester, students receive two days of field instruction per week, and during the other three semesters, three days each week.

As the following diagram illustrates, students increasingly individualize their curriculum through elective courses in many content areas. Human Behavior and Social Environment electives may include courses in Ego Psychology or Mental Retardation and Child Development. Elective methods courses for small system workers could include Sensitivity Training, Behavior Modification, Reality Therapy, and Crisis Intervention. For large systems workers, elective methods courses include Staff Development, Supervision, Consultation, Management by Objectives, and Grant Writing. Moreover, the courses presented in the chart as required courses for one specialization can be taken as electives by a student in the other specialization.

THE FIRST YEAR PROGRAM All Students		
CONTENT AREA	SEMESTER I	SEMESTER II
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services I (2)	Social Welfare Policies & Services II (2)
SOCIAL WORK METHODS	Social Work Practice I (2)	Casework II (2) and Group Work II (2)
HUMAN BEHAVIOR and SOCIAL ENVIRONMENT	Personality Development & Human Behavior (2) and Socio-Cultural Theories & Human Behavior (2)	Psychodynamics of Adulthood (2)
SOCIAL WORK RESEARCH	Social Work Research I (2)	Social Work Research II (2)
FIELD INSTRUCTION	Field Instruction I (6)	Field Instruction II (6)
ELECTIVES	(0)	(0)
TOTAL HOURS	(16)	(16)

THE SECOND YEAR PROGRAM Small System Workers		
CONTENT AREA	SEMESTER III	SEMESTER IV
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services III (2)	
SOCIAL WORK METHODS	Casework III (2) and Group Work III (2)	Casework IV or Group Work IV (2)
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	Psychopathology (2)	
SOCIAL WORK RESEARCH		
FIELD INSTRUCTION	Field Instruction III (6)	Field Instruction IV (6)
ELECTIVES	(2)	(8)
TOTAL HOURS	(16)	(16)

THE SECOND YEAR PROGRAM Large System Workers		
CONTENT AREA	SEMESTER III	SEMESTER IV
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services III (2)	
SOCIAL WORK METHODS	Social Welfare Planning & Policy Making I (2) and Social Welfare Administration Methods (2)	Social Welfare Planning & Policy Making II (2) and Organizational Design & Change (2)
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	Organizational Theory & Behavior (2)	
SOCIAL WORK RESEARCH		Program Evaluation and Information Systems (2)
FIELD INSTRUCTION	Field Instruction III (6)	Field Instruction IV (6)
ELECTIVES	(2)	(4)
TOTAL HOURS	(16)	(16)

ACADEMIC REQUIREMENTS

A student's scholastic standing is determined by many forms of evaluation, including examinations and term papers. These tests are usually written, but they may be partially or wholly oral, or may be based upon field performance. Students are expected to meet all course requirements assigned by the instructor of each course. Regular attendance in class and field instruction is expected of all students. Absence of three or more consecutive weeks will raise serious questions regarding whether a student may satisfactorily complete studies and continue in the program.

DEGREE REQUIREMENTS

Sixty credits are required for the Master of Social Work degree. Students must maintain a grade point average of 3.00 (B) on a 4.00 scale and credit (CR) grades in field instruction each academic year. A no credit (NC) grade in field instruction or a failure (F) in any required course in any semester will prevent continuation in the program. If a student is withdrawn from field instruction prior to the end of a semester while performing at an unsatisfactory level, a no credit (NC) grade will be given.

Candidacy for the Master of Social Work degree is awarded when the student has completed thirty credits with a 3.00 (B) average and satisfactory grades in field instruction. Students who fail to meet this requirement at the end of their first year of study will be denied admission to the second year of the program. Admissions to the second year is granted only to those students who have successfully completed their first year of professional education at Barry College or at another accredited school of social work within the last five years. Students pursuing the Master of Social Work degree are permitted five years to complete degree requirements from the date of initial matriculation.

PART-TIME PROGRAM

The individual whose family or work responsibilities interfere with full-time study or the well qualified individual who cannot finance full-time study may be considered for the part-time program. The goal of this program is to educate professional social workers. Thus, all students admitted to the part-time program must have a commitment to the attainment of a Master of Social Work degree, meet the admission standards of the School, demonstrate high potential for professional education, and show justifiable cause for undertaking their education on a part-time basis. Two part-time program plans are available.

Daytime Program

In the first academic year, part-time students in the daytime program are expected to take all first year classroom course requirements for a total of 10 credits each semester. They enroll in classes along with full-time students during the day. Students must be able to attend day

classes up to three days each week. During the second year of study, students are expected to fulfill the equivalent of the full-time, first-year field instruction experience. The field training may be taken during the summer months between academic years. The agency and block of time will be arranged with the Director of Field Instruction. Ten credits are awarded for field instruction each academic year.

The final academic year of study is expected to be a full-time program of concurrent class and field work. Degree requirements must be met within five years of the student's entrance into the part-time program; 40 credits of class hours and 20 credits in field instruction. Admission requirements and procedures and degree requirements are the same as those outlined for full-time students.

Evening Program

The evening part-time program is designed to permit individuals who are fully employed during the day to begin their graduate social work education. It offers the opportunity to complete all first-year classroom requirements during the evening, over a two-year period.

During the first academic year, part-time students are expected to take two courses each semester during the early evening. The following summer, they are expected to enroll in one evening course; and during the second academic year, they again will enroll in two courses each semester. Following completion of these courses, students will enroll in field instruction during the summer to complete the first-year field requirements.

The following diagram illustrates the schedule over two calendar years for meeting first-year degree requirements:

Fall	Spring	Summer	Fall	Spring	Summer
2 evening classes	2 evening classes	1 evening classes	2 evening classes	2 evening classes	Field Instruction 1 evening class

The final academic year of study is expected to be a full-time program of concurrent class and field work. Degree requirements must be met within five years of the student's entrance into the part-time program: 40 credits of class hours and 20 credits in field instruction. Admission requirements and procedures and degree requirements are the same as those outlined for full-time students.

ADVANCED STANDING PROGRAM

Students who have received a bachelor degree since July, 1974, from an undergraduate social work program that is accredited by the Council on Social Work Education may apply for admission to the eleven-month Advanced Standing Program. A limited number of students will be admitted each June. After satisfactory performance in class and field work in the summer session, students complete the second year Master of Social Work requirements in the fall and spring semesters and graduate in May.

STUDENT PARTICIPATION IN THE SCHOOL'S DEVELOPMENT

The faculty of the Barry College School of Social Work has a firm commitment to student participation in the development and determination of appropriate policies and procedures in the School. It is recognized that students have a right and responsibility to participate in the shaping of the School's program.

Meaningful participation of students on all standing committees is encouraged, and student representation on committees has been a policy since 1969. The School's Policy and Procedure Manual and Field Instruction Manual are on reserve in the Library for student review.

Student organizations include Barry College School of Social Work Student Government, the Barry College Chapter of the National Association of Black Student Social Workers, and other groups.

CULTURAL DIVERSITY

The School is committed to a policy of increasing cultural diversity among students and faculty. There is a strong commitment to expand social work teaching and learning opportunities to members of minority groups. The population of Miami is represented by many diverse groups and offers a unique opportunity for the study of national and international social problems. Miami serves as the gateway to South America, and students from other countries are encouraged to apply.

TRANSPORTATION

Distances and transportation facilities in the South Florida area necessitate traveling by car to the agencies in which students are assigned. For this reason, it is important that students have access to cars during the periods they will be in field instruction.

Course Descriptions — Social Work Prefix: SW

During the first academic year of study, the following courses are required:

501, 502 Social Welfare Policies and Services I and II (2) (2)

Focus on policies and services relevant to social welfare as an institution in contemporary society and on forces that influence these programs; history and development of social welfare programs and analysis of these services; nature and extent of racism in American culture and society.

521 Social Work Practice I (2)

Major practice concepts and principles, providing a comprehensive view of social work practice; processes of problem-solving with reference to values and ethics of the profession and elements common to practice which permit applicability to various system levels.

522 Casework II (2)

Methods of helping individuals and families solve problems of social functioning; principles of helping and the values and ethics of social work and social casework through the analysis of increasing complex problem situations.

523 Group Work II (2)

Use of the group as the means and context for change; content includes the nature of the work-group relationship, group development, individual and group diagnosis, formulation of interventive strategies, and group diagnosis, formulation of interventive strategies, and group treatment.

551 Socio-Cultural Theories and Human Behavior (2)

Concentration on larger social systems such as small groups, formal organizations and cultures and their effect on human behavior.

552 Personality Development and Human Behavior (2)

Physical, social and emotional development of individuals from birth through adolescence; behaviors and coping strategies, optimal conditions for growth of the healthy personality, and the dynamics and influence of interpersonal transactions.

567 Psychodynamics of Adulthood (2)

Continuation of study of the individual through adulthood and old age.

581, 582 Research I and II (2) (2)

Nature, purposes, and functions of social work research, experience in designing and implementing a research design and skill in consuming research findings.

Required Second-Year Courses (Small System)**601 – 620 Social Welfare Policies and Services III (2 each)**

Focus on social welfare programs and the development of analytical skills in understanding complex social policies and their ramifications in social service delivery systems; various sections focus on distinct problem areas and related policies and services.

621 Casework III (2)

Continuation of Casework II, with emphasis on deepening understanding of the casework process and differential methods of helping.

622 or 624 Social Work Practice IV (2)

This fourth-semester requirement may be met through completion of Advanced Casework (SW 622) or Advanced Group Work (SW 624).

623 Group Work III

Examination of group work skills begun in Group Work II: differential group treatment approaches and techniques receive emphasis.

651 Psychopathology (2)

Dynamics of behavior in the neuroses, character disorders, and in functional and organic psychoses, with emphasis on the physical and psychological factors contributing to mental illness; relevance of this knowledge of social work practice.

Required Second-Year Courses (Large System)**601 – 620 Social Welfare Policies and Services III (2 each)**

Focus on social welfare programs and the development of analytical skills in understanding complex social policies and their ramifications in social service delivery systems; various sections focus on distinct problem areas and related policies and services.

626, 627 Social Welfare Planning and Policy Making I and II (2) (2)

Key issues in community social welfare planning as a political and technical process, and basic processes of planning; program planning as an organized endeavor involving a variety of tasks as a necessary skill for administrators, planners, project organizers, etc.; the way social policy decisions are made and techniques to assess how these decisions affect various groups of concern; constraints inherent in program, community, and policy planning form a linking theme for the three topics.

628 Social Work Administration (2)

Basic principles of administration with emphasis on management strategies and their application to social welfare agencies; policies related to fiscal and personnel administration, middle management skills, and the human aspects of administration.

629 Organizational Design and Change (2)

How organization structure is shaped and how it in turn affects service delivery variables of effectiveness, efficiency, staff morale, and client satisfaction; case materials, readings, and projects develop knowledge in designing organizations which are able to change as environment, resources, technology, and values change in a dynamic society; special attention to new models of organization for human services.

653 Organizational Theory and Behavior (2)

Study of human service organizations where social workers typically are employed; conceptual tools for understanding the structure and process of these organizations and their interaction with the environment.

630 Program Evaluation and Information Systems (2)

Study of agency information systems; record designs; data systems; techniques for need assessment, and means of evaluating program effectiveness.

Electives

Elective course offerings vary each year, depending on student interest, availability, and expertise of faculty. During 1979-1980 the following elective courses were offered:

- Behavior Modification I & II
- Casework Treatment With Children
- Child Welfare Services
- Community Mental Health
- Community Organization
- Consultation
- Differential Methods in Casework
- Dynamics of Sexual Dysfunctioning
- Ego Psychology
- Evaluation of Group Practice
- Gerontology
- Grantsmanship & Grantwriting
- Hispanics in the U.S.A.
- Management by Objectives
- Management Information Systems
- Mental Retardation & Child Development
- Policy Issues Affecting American Indians
- Policy Issues in Developmental Disabilities
- Policy Issues in Health Care
- Reality Therapy
- Role of Women in Society
- Sensitivity Lab I & II
- Social Deviance
- Social Work in Health Care Settings
- Supervision

Field Instruction (5 credits per semester)

Each semester students are assigned to an experienced field instructor in a human service agency who offers personal supervision of the field experience. The purpose of this experiential learning is to help students integrate theory with practice in order to develop appropriate skill, knowledge, attitude, and professional identification. It is designed to provide experiences which afford opportunity to apply and test concepts and theory presented both class and field situations.

Field instruction placements are planned based on an assessment of student training needs and career goals. The decision regarding placement in a particular agency is made jointly by a community agency, the student, and the School; agreement must be reached by all parties that a productive educational plan can be developed.

Course Number for Field Instruction:

First-year Students: SW 591 and SW 592

Second-year Students: Small Systems SW 691 and SW 692

Second-year Students: Large Systems SW 693 and SW 694

FIELD PLACEMENT

During 1979-80, students were placed with the following organizations and agencies in Dade, Broward and Palm Beach Counties:

American Red Cross

American Indian Project

Area Agency on Aging, Broward County

Behavioral Science Research Institute

Bertha Abess Children's Centers, Inc.

Big Brothers & Big Sisters of Palm Beach County

Boystown of Florida

Broward Correctional Institute

Catholic Service Bureau, Inc.

Center for Family Services

The Centre

Children's Home Society of Florida

Children's Psychiatric Centers, Inc. of Dade County

Christian Community Services

Community Habilitation Center

Community Mental Health Center

Criminal Justice Council of Dade County

Cuban Planning Council, Inc.

Dade-Monroe Regional Diagnostic & Resource System

Department of Health & Rehabilitative Services, State of Florida

Administrative Offices

Aging & Adult Services

Child Abuse Treatment Project

Health Department

Retardation Division

Youth Services Division

Henderson Clinic of Broward County, Inc.

Highland Park General Hospital

Hollywood Memorial Hospital

Human Resources of Dade County

Human Services of Broward County

International Ladies Garment Workers Union

International Hospital

Jackson Memorial Hospital

Jackson Psychiatric Institute

James Archer Smith Hospital

Jewish Community Centers

Jewish Family & Children's Services

Jewish Home & Hospital for the Aged

Juvenile Court Mental Health Services, Dade County

Mailman Center for Child Development
Maurawood Residence, West Palm Beach
Mental Health Association of Dade County
Mental Health Center (Encuentro)
Mental Health Institute of Broward County
Mercy Hospital
Miami Beach Mental Health Center
Miami Federal Correctional Institution
Montanari Residential Treatment Center
Mount Sinai Hospital
North Miami Foundation for Senior Citizens
Nova University Children's Assessment & Treatment Program
Nova University Psychological Clinic
Ozanam Residence
Palm Beach Institute
Project Intercept
St. Luke's Center
St. Vincent's Hall
School Board, Broward County
Senior Centers of Dade County
South County Mental Health Center of Delray
South Dade Community Health Center
South Florida State Hospital
South Miami Hospital
Tree House of West Palm Beach
United Cerebral Palsy Association
United Family & Children's Services
United Way of Dade County
Veterans Administration Hospital
Welfare Department of Dade County, Family Rehabilitative
Services
Youth Services of Broward County
Youth & Family Services of Dade County

Faculty

School of Social Work

- Harvey A. Abrams Associate Professor of Social Work
B.A. University of Minnesota
M.S.W. University of Michigan
- William E. Barr Associate Professor of Social Work
B.A. Kent State University
M.S.W. The Catholic University of America
- Mariamne Dodek Brauzer Associate Professor of Social Work
B.A. Boston University
M.S. Simmons College
- Michael P. Connolly Professor of Social Work
B.A. College of St. Thomas
M.S.S. Fordham University
M.A. New School of Social Research
Ph.D. University of Minnesota

- Charles E. FarrisAssociate Professor of Social Work
 A.B. Northeastern State University
 M.S.W. St. Louis University
 Additional graduate study:
 Emory University
 The Catholic University of America
- David F. Fike Professor of Social Work
 A.B. Manchester College
 M.S.W. University of Michigan
 Ph.D. Ohio State University
- James J. FurdonAssociate Professor of Social Work
 B.S. Boston College
 M.S.W. Boston College
- Allyn D. GibsonAssociate Professor of Social Work
 B.A. Wake Forest University
 M.S.W. Florida State University
 Additional graduate study:
 University of Chicago
 Florida State University
- Helen J. HancockAssociate Professor of Social Work
 B.S. Hampton Institute
 M.S.W. University of Pittsburgh
- Diane G. LindnerAssociate Professor of Social Work
 B.A. Brandeis University
 M.S.S.W. University of Louisville
 Additional graduate study:
 Kent School of Social Work
 Boston University
- James MartinAssociate Professor of Social Work
 B.S. University of Wisconsin
 M.S.W. University of Missouri
 D.S.W. Tulane University
- Irene C. MoredaAssociate Professor of Social Work
 B.A. University of South Florida
 M.A. University of Chicago
 Doctoral studies, University of Texas at Austin
- Manuel NakanishiAssociate Professor of Social Work
 B.A. University of Dubuque
 M.S.S.W. University of Tennessee
 Ph.D. University of Minnesota

- Robert H. Nee Professor of Social Work
 A.B. Boston University
 M.S.S.W. Boston University
 Ph.D. University of Chicago
 Additional graduate study:
 Boston University
 Smith College
- Elane M. Nuehring Associate Professor of Social Work
 B.A. Gonzaga University
 M.S.S.W. University of Wisconsin
 Ph.D. Florida State University
- Gilbert Raiford Associate Professor of Social Work
 B.S. Hampton Institute
 M.A. New York University
 M.S.W. New York University
 Doctoral candidate, Brandeis University
- John M. Riley Professor of Social Work
 B.S. University of Wisconsin
 M.S.W. University of California at Berkley
 Ph.D. Brandeis University
 Additional graduate study: Harvard Medical School
- Ruth Light Stanley Associate Professor of Social Work
 B.S. College of William and Mary
 M.S.W. Virginia Commonwealth University
- Henrietta E. Waters Associate Professor of Social Work
 B.S. Central State College
 M.S.W. University of Kansas
 Additional graduate study:
 University of Kansas
 Washburn University
- Cecilia Zayas-Bazan Assistant Professor of Social Work
 B.A. University of Miami
 M.S.W. Barry College



Continuing Education

Toni A. Powell, Ph.D., Director
Craig Probst, M.Ed., Assistant Director

Continuing Education is the process by which men and women seek to improve themselves or their society by increasing their skills, knowledge, or awareness. It commonly implies some supplement to general or special schooling received earlier.

Barry College makes available its educational resources to the adult student through the Department of Continuing Education. Individual counseling is provided for those who are uncertain of their educational goals or abilities. Continuing Education students may take part in the B.S. in Professional and Liberal Studies Degree Program during the day or at night where they will study with people who have similar backgrounds and ambitions. Or they might participate in the wide variety of other programs which are offered both off or on the campus.

BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES: AN ADULT DEGREE PROGRAM

The Bachelor of Science in Professional and Liberal Studies Degree Program provides adults who are 25 or older the opportunity to complete an interrupted or never-begun college education, to broaden their interests, and to begin to grow again. To qualify for this program, the student must possess professional or vocational competence which can be documented and must take courses which fulfill the College's distribution requirements. These courses are conducted by the Department of Continuing Education and consist of small seminars conducive to adult learning. They include the following:

Communication/Humanities

Business Report Writing
Creative Writing
Effective Communication
20th Century Humanities
Music Appreciation
Philosophy of Literature
Verbal/Non-Verbal Communications

Philosophy/Religion

Contemporary Moral Issues
Native American Philosophies
Man's Search for Meaning
Philosophy of Art
Philosophy of Law
Philosophy of Literature
Philosophy of Religion

Social Science

American Ideas
American Politics
Comparative Anthropology
Crisis in Life Cycles
Environment
Group Dynamics
Psychology of Personality
Human Relations
Roots of Civilization
Russian Culture

Physical Science

Botany: Florida Plants
Geology
Oceanography

SPECIAL PROGRAMS

Continuing Education offers a broad range of short courses, workshops, seminars, and conferences designed to meet the needs of groups and institutions. These credit and non-credit activities are planned to enhance the concept of lifelong learning for the purpose of providing individuals with channels for personal growth, professional knowledge and skill updating, and learning for enjoyment. Programs are planned in the areas of fine arts, business, education, and real estate. Also, there are often special recreational and cultural programs for children in the summer.

PROGRAM FOR ENGLISH AS A SECOND LANGUAGE (PESEL)

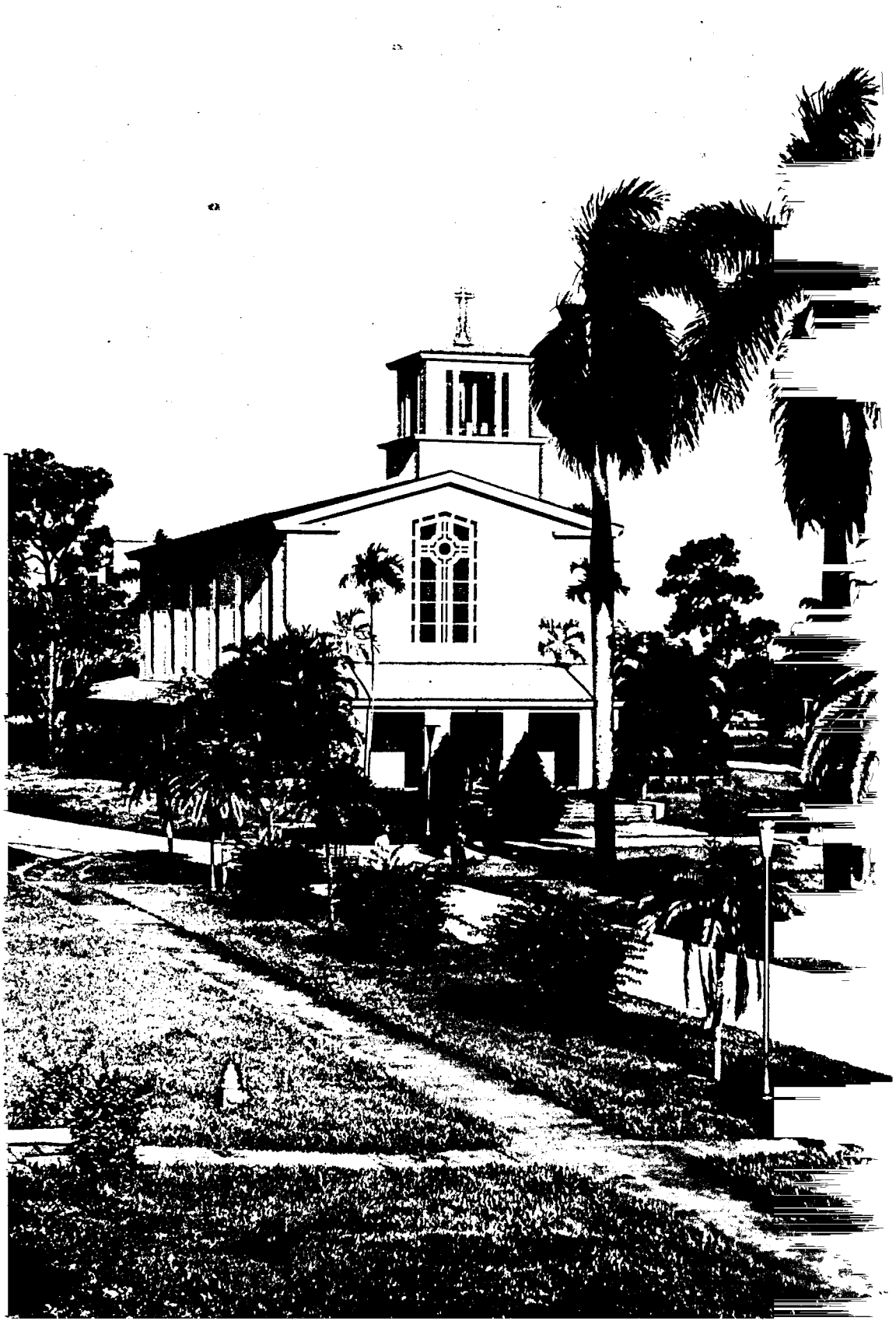
The Program for English as a Second Language (PESEL) offers intensive courses for those who wish to attain proficiency in the English language. The curriculum is geared toward competence in the spoken and written use of the language. It is designed specifically for speakers of Spanish and Portuguese.

The program is taught in a sequence of eight-week courses. Upon registration, all students are given a placement examination. Classes are in session Mondays through Fridays and average fifteen students per class.

LEGAL ASSISTANTS PROGRAM

The legal profession recognizes the need for personnel to assist lawyers at the para-professional level. The completion of the Legal Assistants Program qualifies individuals to assume paralegal responsibilities as skilled members of a legal team in law firms, banks, savings and loan associations, and governmental and insurance agencies. The courses include: Legal Research and Writing; Real Estate and Real Estate Finance; Contracts; Corporations; Estate Planning, Probate, Wills and Trusts; and Civil Litigation.

Taught by attorneys from the Miami area, the Program requires approximately 250 hours of classroom participation.



Faculty Continuing Education

- Toni A. Powell Director
B.S. Carnegie-Mellon University
M.S. Florida State University
Ph.D. Florida State University
- Craig T. Probst Assistant Director
B.A. St. Bernard College
M. Ed. Florida Atlantic
- Frank Ploener Coordinator PESL
B.S. Emerson College
M.A. School for International Training, Experiment
in International Living

FACULTY

- Dale Hendrix..... Assistant Professor
B.S. U.S. Air Force Academy
M.A. University of Delaware
Ph.D. University of Miami
- Sharyn VanHorn..... Assistant Professor
B.A. Aquinas College
M.A. Florida Atlantic University
Ph.D. University of Miami
- Richard Firsten..... Instructional Assistant PESL
B.A. Hunter College
- Kenneth Zimmerman..... Instructional Assistant PESL
B.A. State University of New York
M.A. University of Wisconsin

ADJUNCT FACULTY

- Janet H. Belcher..... Lecturer
B.A. Florida State University
M.A. Florida State University
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A.B. Dartmouth College
J.D. Vanderbilt University
M.A. University of California
Ph.D. University of California
- Joseph McClusky..... Lecturer
A.B. University of Miami
M.A. University of Miami
Doctoral Candidate University of Miami
- Natalie Marshall-Nadell..... Lecturer
A.F.A. Silvermine College of Art
B.F.A. University of Miami
Doctoral Candidate University of Miami
- Marni H. Pilafian..... Lecturer—Legal Assistants
B.A. Baldwin Wallace College
J.D. Lewis University College of Law
- Steven L. Schwarzberg..... Lecturer—Legal Assistants
B.A. Harvard University
Candidate for Juris Doctor University of Miami

William L. Siegman Lecturer
B.A. Wesleyan University
M.A. University of Miami
Doctoral Candidate University of Miami

Jack D. Warner Lecturer—Legal Assistants
B.A. American University
University of Baltimore

Mark J. Weyman Lecturer
B.S. Morris Harvey College
M.B.A. Bernard Baruch College



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GEOGRAPHIC DISTRIBUTION

1979-1980 full-time undergraduate students of Barry College came from these areas:

United States:

Arkansas	1
California	1
Colorado	1
Connecticut	7
Delaware	1
District of Columbia	1
Florida	557
Georgia	1
Illinois	15
Indiana	3
Louisiana	1
Maine	1
Maryland	10
Massachusetts	8
Michigan	8
New Hampshire	1
New Jersey	40
New Mexico	1
New York	34
North Carolina	2
Ohio	6
Pennsylvania	12
Tennessee	1
Texas	3
Vermont	2
Virginia	5
Wisconsin	1
TOTAL	724

U.S. Territories:

Puerto Rico	21
Virgin Islands	7
TOTAL	28

Foreign Countries:

Argentina	1
Aruba	10
Bahamas	21
Barbados	1
Belize	6
Bermuda	1
Bolivia	3
Brazil	2
Canada	11
Cayman Islands	2
Chile	1
Colombia	5
Costa Rica	4
Cuba	21
Curacao	5
Dominican Republic	2
El Salvador	4
England	1
Germany	3
Ghana	1
Grenada	1
Guyana	1
Haiti	6
Holland	4
Honduras	9
Indonesia	1
Iran	5
Italy	3
Jamaica	33
Mexico	1
Netherlands Antilles	2
Nicaragua	6
Panama	3
Singapore	1
Spain	1
Switzerland	1
Trinidad	6
Turkey	2
Venezuela	18
TOTAL	209

GRAND TOTAL961

GEOGRAPHIC DISTRIBUTION

1979-1980 graduate students of Barry College came from these areas:

United States:

Alabama	1
Florida	494
Georgia	1
Illinois	1
Indiana	2
Massachusetts	3
Minnesota	1
Missouri	1
New Hampshire	1
New Jersey	1
New York	11
Pennsylvania	1
Rhode Island	2
TOTAL	520

U.S. Territories:

Virgin Islands	1
TOTAL	1

Foreign Countries:

Canada	3
Chile	1
China	1
Columbia	1
Cuba	3
France	1
Germany	1
Greece	1
Hong Kong	1
Honduras	1
Iran	3
Ireland	1
Jamaica	1
Mexico	1
Nicaragua	2
Spain	1

TOTAL23

GRAND TOTAL544

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