

BARRY



**University Catalog
1982-83**

BARRY



Barry University
Catalog 1982-83

NOTICES

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

While this Catalog is a description of the academic programs and regulations as of the date of publication, it is for information only and its provisions do not constitute an offer for a contract which may be accepted by students through enrollment at the University. The University reserves the right to change any provisions, requirements, or fees at any time during the student's period of study. The University further reserves the right to dismiss a student from the University for cause at any time. It also reserves the right to impose probation 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 University 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 Office
Barry University
Miami Shores, Florida 33161
(305) 758-3392

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Academic Calendar

1982-83

1982

August 30
Nov. 25-28
Dec. 13-16
Dec. 18

First Day of Classes
Thanksgiving Holiday
Final Exams
Commencement

1983-84

1983

August 29
Nov. 24-27
Dec. 12-15
Dec. 17

1983

Jan. 10
Mar. 5-13
Mar. 30 — April 3
May 2-5
May 8
May 10 — June 17
June 20 — July 29

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

1984

Jan. 9
Mar. 3-11
Apr. 19-22
April 30 — May 3
May 6
May 8 — June 15
June 18 — July 27

General Information

HISTORY

Original 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. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 2,200 students, served by well over 230 administrators, faculty members and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

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

Barry University has had five 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; Sister M. Trinita Flood, 1974-1982; and Sister Jeanne O'Laughlin, 1982 to the present.

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The physical plant includes 16 buildings, spread over 40 of the University'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.

ACCREDITATION

Barry University 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.

NATURE

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

PURPOSE

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

OBJECTIVES

Barry University

. . . 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.

UNIVERSITY LIFE

In order to fulfill its purpose, Barry University has created an integrated academic society, composed of varied individuals—administrators, faculty members, students, alumni, business and service personnel—all contributing in their special and individual ways to the University 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.

BUILDINGS & FACILITIES

ADRIAN HALL — Originally named Angelicus, Adrian Hall houses classrooms, science labs, as well as Administrative Offices and the School of Arts and Sciences. It was constructed in 1940.

COR JESU CHAPEL — Built in 1940 through a donation from Margaret Brady Farrell, the Cor Jesu Chapel is the center of many activities of the campus ministry as well as the residence of the Director of Religious Affairs. Masses are held here on a daily basis.

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

FARRELL HOUSE — Farrell House, dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, was built in 1940. Farrell, originally named Maris Stella, houses 33 male students in air and non-air conditioned single and double rooms.

FINE ARTS QUADRANGLE — Built in 1955, the Fine Arts Quadrangle contains art and music studios, lecture rooms, auditorium, theatre dressing rooms, and an outdoor stage. The departmental office of fine arts is located there.

KELLY HOUSE — Originally named Rosa Mystica, it is dedicated to Mabel Kelly for her generous contributions to Barry University. Kelly Hall houses 30 women in single and double air and non-air conditioned rooms. Kelly Hall, built in 1940, contains primarily upper class students.

LAVOIE HALL — Originally the home of the home economics department and Calaroga dining hall, LaVoie was built in 1940. It now serves as a residence for male students. Double air-conditioned rooms are available for 12 students. In addition, the School of Adult and Continuing Education is located here.

LIBRARY — The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. Students have access, in open stacks, to a collection which exceeds 115,000 volumes. The library subscribes to more than a thousand periodicals. Government documents, pamphlets, microform collections, and audiovisual materials bring the total holdings to over 150,000 items. There are mutual borrowing privileges with Biscayne College. Graduate students and faculty may borrow from other libraries of the southeast and midwest through the Southeastern Library Association network (SOLINET) and interlibrary loan. Faculty and students have access to conference rooms, audio and video taping rooms, study carrels and typing rooms. Library instruction and guidance are provided by a highly competent professional staff. Resources and facilities are utilized to maximize service, which is the primary focus of the library in accord with present-day trends. The Monsignor William Memorial Library also contains the classrooms and departmental offices of the School of Education and the School of Social Work.

PENAFORT POOL — Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and educational facility for students of Barry University. The office of Physical Education is also located here.

THOMPSON HALL — Built in 1962, Thompson Hall presently houses student services and activity areas, cafeteria, dining rooms, administrative offices, post office, campus store and dance/fitness studio.

VILLA — In 1953 Barry University acquired a motel to be used as a male residence. The Villa houses 45 male students as well as campus staff personnel.

WEBER HOUSE — Named for a former Barry University President, Mother Genevieve Weber, Weber Hall houses 175 women. It is the largest residence hall on campus and contains both single and double air and non-air conditioned rooms as well as the campus infirmary. Weber was built in 1946 and was originally known as Stella Matutina.

WIEGAND CENTER — Built in 1970 through a donation from Edwin L. Wiegand, Wiegand Center contains classrooms, science labs, a computer center, and an auditorium. The departmental offices for Religious Studies, Philosophy, English and Foreign languages, physical sciences, and mathematics, the School of Business and the School of Nursing are located here.

Admissions

Office Of Admissions

Located on first floor of Adrian Hall — Room 108, Telephone: (305) 758-3392 Ext. 241

ROLLING ADMISSIONS PLAN

Decisions regarding admission are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary materials. If admission is deferred, the applicant will be considered again.

Undergraduate Admission Requirements and Procedures

TYPES OF ADMISSION

There are 5 types of undergraduate admissions:

FRESHMEN — Applicants who have never attended any college or university as a regular student. Also, applicants who have attended college but who have earned less than 12 hours of credit are considered freshman.

TRANSFER STUDENTS — Applicants who have at least 12 hours of college credit at one or more colleges or universities.

INTERNATIONAL STUDENTS — Applicants who are not U.S. citizens.

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

READMISSION STUDENTS — Applicants who have previously been regularly enrolled at Barry.

All applicants are required to submit a completed application form and a non-refundable application fee. The university has a commitment to admit only qualified students. For details on admission read the information below as it applies to your particular situation.

FRESHMEN STUDENTS

- 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 Academica) 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 on the TOEFL 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 satisfactory completion of Algebra II.

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 or any Allied Health area 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.

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.

Early Decision

Students may apply during their junior year in high school to receive an early decision from Barry University. 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 Freshmen Students.

Early Admission

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

The bases of selection for early admission are as follows:

1. Recommendation of the high school counselor and three teachers.
2. Outstanding quality of the applicant's high school record.
3. Satisfactory performance on the Scholastic Aptitude Test or American College Test.
4. Personal qualifications.

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

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

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.
- copy of high school academic record if applicant is under 21 years of age.

Transfer credits from regionally accredited colleges or universities are transferable to Barry in semester hour equivalents. A maximum of 64 credits will be accepted by the University from an accredited two-year

junior college. No course in which a grade below C is earned will be accepted in transfer. Students from non-accredited colleges & universities may be admitted on a provisional basis; their credits being evaluated on an individual basis. These credits may become validated if a student completes a minimum of 15 credits at Barry with no less than a "C" in each course. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript. 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 University distributive requirements for graduation.

If you are transferring into the B.S.W. program you must complete your final 60 credits in residence at Barry.

Students planning to transfer to Nursing as a freshman with transfer credits must present one unit each of high school biology and chemistry or its equivalent.

Students planning to transfer into the clinical level of Nursing must present 30 transferable credits, including microbiology, biochemistry and human anatomy, each with a laboratory.

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 or any Allied Health area 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 admissions and successful completion of 30 credits, including freshman biology, chemistry and mathematics, will qualify the student for transfer into the Department. 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 University.

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), the Cross Cultural Program, or their choice of major. 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 University 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 University'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 University. It would be wise to set aside some extra money to cover expenses off campus when the University is in recess. All fees are payable at the time of registration.

International students may not enroll as non-degree seeking students.

NON-DEGREE STUDENT

The University 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 diploma, or equivalent, as an admission credential. Guest students are required to present a letter from the dean of the college in which they are enrolled for degree, stating that they are in good standing in all respects. Undergraduate students admitted to non-degree status are limited to 30 credits in this category. Non-degree seeking students who wish to change their status to degree seeking must meet all the requirements for degree seeking applicants.

RE-ADMISSION

Re-admission must be completed by students who were once enrolled at Barry University but who are not currently enrolled and wish to re-enter Barry. The Re-entry Form must be completed by the student 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 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.

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.

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 Admissions Office continually reviews applications in process and notifies applicants of missing credentials, but the responsibility for obtaining all admission credentials rests with 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 SEEKING APPLICANTS

Graduate students who wish to take courses for purposes of personal enrichment, teacher certification or to secure credits to transfer to another institution (guest student) may enroll on a non-degree seeking basis. Graduate students must present evidence of a bachelor's degree and are limited to 6 graduate credits and 30 undergraduate credits. Students who wish to change their status to degree-seeking must

meet all the requirements for degree-seeking applicants of the School in which they wish to enroll.

ALL APPLICANTS FOR ADMISSION

It is the responsibility of the applicant to take required tests and have the results forwarded to Barry University, and to make sure all credentials required are supplied to the 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 University 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 University reserves the right of final decision. All credentials submitted in support of an application become the property of the University and will not be returned.





Student Life

STUDENT LIFE POLICIES

The University, in recognizing that each member of the campus community possesses certain rights and responsibilities, seeks to aid in the development of an atmosphere of respect and responsibility.

In order to coordinate the needs of the individual and the goals of the University, a committee of students, faculty and administrators has established Student Life Policies. These policies are viewed as directives, guidelines and limits set to assure equality, respect and concern for individual rights and community living. These policies are published in the University's *Student Handbook*.

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 and double 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 University 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 University 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 Counseling 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 of the Office of Counseling, Career Development and Placement 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 University consulting psychiatrist, to physicians and/or community agencies.

CAREER DEVELOPMENT PLACEMENT SERVICES

The Office of Counseling, 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 relate 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 Counseling Career Development and Placement Office and its services. Candidates for Barry University degrees are urged to file their credentials at least one semester prior to graduation.

ORIENTATION

An orientation period is conducted by Barry University prior to registration to aid the incoming student to adjust to University life.

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

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

Parents and guardians are invited to attend an opening session.

ORIENTATION 100

Orientation 100 (ORI 100) is a one semester, one credit course open to all freshman and new students. The objectives are to help students adjust to Barry University and to encourage positive attitudes about themselves and the learning process. Skills essential for academic and personal success will be presented, and all new students are encouraged to register for this course.

CAMPUS STORE

The Campus Store is open for the services and needs of the students of Barry University. 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 — 9:30 am, lunch from 11:30

— 1:15 pm, and dinner from 4:45 — 6:15 pm. On Saturday, breakfast is served from 8:30 am — 9:30 am, and the Sunday brunch is served from 10:00 am — 12:00 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 University 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-chairperson), 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), Bread for the World, Business Forum, Circle K, Council for Exceptional Children, Focus on Education, History Association, International Student Association, MBA Club, Nursing Student Association, Psychology Club, Samothrace Club, Spanish Club, SHARE (Students Helping

Admissions Recruit for Enrollment), Student Government Association, AWARE (Adults Who Are Returning to Education).

FRATERNITY/SORORITY

Omega Chi Phi fraternity/sorority is a social oriented service organization open to all male or female students that are second semester freshman and above. The brotherhood and sisterhood of Omega Chi Phi provides the Barry student an ongoing spirit of comradeship and unity through various service projects and social functions held throughout the year.

HONOR SOCIETIES

Lambda Sigma is a Barry University 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 University Theatre Department produces a diversified program of dramatic presentations. Throughout the year, theatre majors produce plays in traditional mime, experimental and puppet theatre. Students have the advantage of two performance areas, including the main auditorium and the outdoor stage. Barry's theatre companies are frequently called upon to perform for outside local organizations.

BARRY SINGERS AND SHOW CHOIR

The University Chorale and Show Choir are comprised of music majors and minors, in addition to those students from other departments who qualify for membership through auditions. University Chorale is an organization dedicated to singing all styles and periods of music. It is open to students and interested community participants. No audition is required.

RECITALS AND EXHIBITS

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

CAMPUS MINISTRY

Campus Ministry is an apostolate of service to the entire University community, exercised by a team of campus ministers — priests, religious, faculty, staff and students, who 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 University 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 University 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 and encouraging the availability of their own ministers or rabbis for worship, study or counsel.

PUBLICATIONS

University publications include the HOURGLASS, the university student newspaper; THE TORCH AND SHIELD, the university yearbook; the BARRY MARK published annually for the university family and friends by the Office of Public Relations; THE FLAME, a monthly publication and the CALENDAR of weekly events published by the Office of Public Relations.

ALUMNI ASSOCIATION

The Barry University 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 university and the Alumni, keeping the latter up to date on plans and policies of the university. The Board of Directors of the Association are a national Board representing six geographic regions and meet annually on the Barry campus to plan the yearly business of the Association. The Association conducts a yearly Phonathon campaign for the annual Alumni Fund and assists the alumni sponsoring class reunions and special anniversary university-wide reunions. The Association also hosts dinner-theatre parties. Various Alumni Chapters have sponsored lectures, receptions for new students and graduating students, and assist the Admissions Office with student recruitment.

Tuition, Fees, and Financial Aid

The estimated cost for a student is listed below, covering both the fixed charges and the standard fees. All students are assessed tuition and fees on a semester basis. All rates given are subject to change without notice.

		1982-83
TUITION:	Undergraduate, full-time (12-18 credits)	\$2,200.00
	Credits in excess of 18, per credit	150.00
	Undergraduate, part-time, per credit	150.00
	Continuing Education, per credit	75.00
	Graduate, all programs, per credit	160.00
FEES:	Orientation fee (for new full-time under- graduate students)	25.00
	Application fee, payable once	20.00
	Registration fee, payable each semester	10.00
	Special Course fee	Variable
	Graduation fee	40.00
	Parking fee (valid through August 1983)	10.00
	Student Activities fee (all full-time students)	35.00
	Student Activities fee, part-time students, per credit	3.00
	Portfolio Evaluation fee	Variable
	Deferred Payment Plan fee	20.00
	CLEP fee, per credit	20.00
	AP fee, per credit	20.00
	Proficiency exam fee, per credit	20.00

Health Insurance (8/15/82 to 8/15/83)	
Student only	110.00
Student and spouse	271.00
Student, spouse, and Dependent Children ...	491.00
Student and Dependent Children	330.00
Room Damage Deposit	50.00
(Refund determined by condition of room)	
Room and Board (20 meal plan — 14 meal plan \$25 less)	
Double Non-Air Conditioned Room	1,075.00
Private Non-Air Conditioned Room	1,125.00
Double Air Conditioned Room	1,450.00
Private Air Conditioned Room	1,500.00

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 University

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 (Adult and Continuing Education, 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. 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 Summer Session 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 University 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, as long as the student remains enrolled in the University.

REFUNDS FOR CONTINUING EDUCATION COURSES

The refund policy indicated will be applied to students taking Continuing Education evening courses that last three or more months. The first week of classes is considered the start of the courses and after the fifth week there will be no refunds.

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

Students who are registered for morning or afternoon courses and who officially withdraw from the course will follow the refund policy listed below:

First or second day of class —	80%
Third day of class —	60%
Fourth day of class —	40%
Fifth day of class —	20%

After the fifth day there is no refund.

When a student registers for more than one course for the morning schedule at the same time, and officially withdraws from more than one course, the above policy will apply to the course in progress while a 100% refund will be issued for all other courses which have not yet started.

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

STUDENT DISMISSAL

A student 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.

GRADES, TRANSCRIPTS AND DIPLOMAS

No student may receive a diploma, transcript of credits or final grade report until his/her financial account has been settled. This also includes delinquent amounts of loans.

PARKING

Parking on campus is available only with permit. Barry University Parking Permit may be purchased at the time of registration.

HEALTH INSURANCE

The University offers a health and accident insurance program to which full-time students must subscribe if they do not have similar coverage. It is the responsibility of the student to make certain that they have been charged, at the time of registration, for this insurance.

Financial Aid

The objective of the Financial Aid Program at Barry University is to provide financial assistance to students who need aid in order to enroll or to continue at the University. 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 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". (i.e., maintains 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.

TYPES OF FINANCIAL AID

There are four kinds of financial aid at Barry as at most colleges and universities. They are 1) scholarships, 2) grants, 3) loans, and 4) jobs.

SCHOLARSHIPS are for superior students and are given for academic ability. All undergraduate students are eligible for scholarships. The amount of money a scholarship pays varies greatly and may range from \$1,000 to \$2,000 annually. Scholarships are awarded without consideration of financial need.

GRANTS are similar to scholarships. But they differ in that grants are awarded to students based mainly on substantial financial need. Academic ability is only a minor consideration in awarding grants. Like scholarships, all undergraduate students are eligible for grants regardless of the area of study. Money for grants come from federal, state, and institutional sources and may range from a low of \$200 to \$1,400 annually. The amount depends upon one's need for assistance. The greater the need the greater the opportunity for a grant.

LOANS differ greatly from scholarships and grants and mean just what the name implies. It is money that is *loaned* to a student and must be paid back. Repayment begins six months after one leaves school. Approval of loans are based solely upon a student's need. Academic ability is only a minor consideration.

There are three kinds of loans.

The first is a campus-based federal loan. This loan program is administered on campus by the university. It can provide up to \$1,200 per year. Interest on this loan is five percent.

The second is a federally insured loan handled through a bank. Upon the recommendation of a financial aid officer, a student selects a bank of his choice in which to apply for the loan. Repayment of the loan is guaranteed by the federal government. It can provide up to \$2,500 per year. Interest on this loan is nine percent.

The third is a state guaranteed loan. Such loans are available in most states, Florida included. The major restriction on state guaranteed loans is that the student must be a resident of the state which has a loan program. In Florida a student may borrow up to \$2,500 per year. Interest is nine percent.

All loans accrue interest and must be repaid. In the case of all of the three kinds of loans explained above, the government pays the interest accrued while the student is in school and for a period of six months immediately after he leaves school. Payments on the principal and interest begin in the seventh month after a student graduates or ceases to be enrolled in school at least half time (six semester hours).

JOBs are self explanatory. There are two kinds of programs.

The first is the federally funded work-study program. Students are

selected for work based solely upon need and work six hours per week on campus.

The second is university funded employment. Need is not always a factor in the selection of students for work in this program.

MAKING APPLICATION FOR FINANCIAL AID

Complete the application for admission first. Then complete the application for financial aid (FAF) as well as the Barry Financial Aid Supplement Form. Submission of inaccurate or false information will result in loss of all financial aid opportunities. Once submitted, the application for financial aid cannot be returned, but will be held in the strictest of confidence. Scholarship and financial aid applications and supporting documentation should be sent directly to the Office of Financial Aid. Preference is given to those who apply before April 1.

An official response on your financial aid application is dependent upon the action taken on the application for admission. For this reason it is important to apply early and follow through in getting your admission materials in.

When accepted, action is taken on your financial aid application. You can expect a response on your financial aid application within two weeks after you are accepted.

Scholarships and Grants

In considering applications for most freshman scholarships and grants, the University utilizes the following criteria: the high school grade point average, SAT or ACT scores, recommendation of principal and/or guidance counselor. For transfer scholarships the following criteria is used: college(s) grade point average, college references and activities.

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

FLORIDA ACADEMIC SCHOLARS' FUND. This program was funded by the 1981 Florida Legislature to award scholarships to resident students who are first time college students during the 1981-1982 academic year attending eligible colleges and universities in Florida. The program is administered by the Florida Student Financial Assistance Commission. Applications may be obtained from the Financial Aid Office but inquiries must be directed to the Florida Student Financial Assistance Commission, Department of Education, Knott Building, Tallahassee, Florida 32301.

In order to qualify students must:

- (a) Submit each year a completed application on Form AS-1 to the Florida Student Financial Assistance Commission, Department of Education, Knott Building, Tallahassee, Florida, 32301.
- (b) Applications for scholarship awards for each academic year must be received or postmarked on or before August 1, of that year.
- (c) Be enrolled as a full-time student each semester.
- (d) Have been a bona fide resident of Florida for the preceding two (2) years prior to graduation from high school or equivalent.
- (e) With the initial application for the scholarship students must submit documentation certifying recognition by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar, finalist, semifinalist or commended student, or documentation from a high school principal certifying recognition as having graduated in the upper two percent (2%) of an accredited high school and obtaining a 3.5 grade point average on a 4.0 scale in high school academic subjects.

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, 1982
 - (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 Offices of Admissions or the Financial Aid Office.

FLORIDA STUDENT ASSISTANCE GRANT PROGRAMS (FSAG). 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.

PARISH GRANT. Students graduating from high school may be eligible for a Parish Grant. This grant is worth \$1,000 and is renewable each year, provided the student maintains the necessary academic standards. In order to apply, students must contact their own parish for sponsorship. If the parish is willing to support the student with \$500 per year, Barry will likewise match that \$500.

PELL 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 (SEOG). 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.

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. 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.

SOCIAL WORK TUITION REDUCTION. A tuition reduction plan, supported by the Florida Department of Education 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 in the Admissions Office.

Scholarships Subsidized by Friends of the University

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.

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.

The Sister Dorothy Browne Scholarship was established for the children of alumni by the Alumni Association in honor of Sister M. Dorothy Browne, O.P. who served as President of Barry College from 1963-1974. This scholarship is valued at \$500.00 and may be renewed annually if a 3.0 cumulative grade point average is maintained. Applications are available through the Alumni Office, Scholarship Committee.

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.

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.

BARRY UNIVERSITY 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 University.

Loans

NATIONAL DIRECT STUDENT LOAN PROGRAM. (NDSL) Loans may be made without interest while in school and at 5% 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).

GUARANTEED STUDENT LOAN PROGRAM (GSL). 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 6% interest on extended repayment periods. Repayment of the Nursing Student Loan begins 6 months after the student graduates or leaves school for other reasons.

Loan Programs Subsidized by Friends of the University

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 University 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.

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.

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.

SISTER ALICE JOSEPH MOORE, O.P., LOAN FUND. Provides loans for tuition on a ninety-day repayment basis. The fund is restricted to needy graduate or Junior and Senior undergraduate students in teacher education programs who have a grade point average of 3.0 or better. Approval of the Dean of the School of Education is required to authorize a loan.

Employment

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

BARRY EMPLOYMENT PROGRAM (BEP). The purpose of the program is to stimulate and promote the part-time employment of students attending Barry who need earnings from employment to help meet their costs of attendance. To be eligible, students must be enrolled as full-time undergraduate students in "good academic standing" and "maintaining satisfactory academic progress". For more information students must contact the Financial Aid Office.

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.

Discounts

FAMILY TUITION REDUCTION PLAN. Families having more than one full-time undergraduate student enrolled at Barry University 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.

NURSING DISCOUNT. Part-time students enrolled in the Nursing program are entitled to a 30% discount on tuition if they are employed as a full-time registered nurse, unless tuition is paid through some type of grant or subsidy. This discount does not apply to credit by examination or summer session. Students must show proof of full-time employment by presenting a letter from their personnel director.

NO FINANCIAL AID IS AVAILABLE TO INTERNATIONAL STUDENTS. (Non U.S. citizens)

Academic Information

GENERAL

Knowledge of Regulations

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

Policy on Release of Information

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

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

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.

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 University 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 course 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. 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 an agreement cannot be reached, the student may then see the appropriate Dean. 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 University provides academic advising, the responsibility for planning individual programs rests with the students. Students are expected to become familiar with the requirements of the University, of the Schools in which they are enrolled, and of their major disciplines. 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 33 credits of distributed course work as follows:
 - 9 cr. in Religious Studies and/or Philosophy.
 - 9 cr. in oral and 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, Economics, 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 35 majors, and at least four major plans are available:
 - (a) A Single Major (40-60 credits)

- (b) One Major (30-40 credits) and one or two Minors (20-30 credits in each)
- (c) Two Majors (30-40 credits in each) with or without a Minor (20-30 credits)
- (d) One Major and Core Curriculum (60 credits) in the School of Business

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 University offers the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social Work (B.S.W.), Bachelor of Music (B.M.), Bachelor of Professional Studies (B.P.S.), Bachelor of Liberal Studies (B.L.S.) and the Bachelor of Science in Technology (B.S.T.).

The University offers 35 undergraduate majors:

- | | |
|-------------------------------------|------------------------------------|
| 1. Accounting (B.S.) | 16. History (B.A.) |
| 2. Allied Health Professions (B.S.) | 17. International Studies (B.A.) |
| 3. Art (B.F.A.) | 18. Liberal Studies (B.A., B.L.S.) |
| 4. Biology (B.S.) | 19. Management (B.S.) |
| Pre-Medicine | 20. Marketing (B.S.) |
| Pre-Dental Medicine | 21. Mathematics (B.S.) |
| Pre-Veterinary Medicine | 22. Medical Technology (B.S.) |
| 5. Chemistry (B.S.) | 23. Music (B.M.) |
| Pre-Pharmacy | 24. Nuclear Medicine |
| 6. Communication Arts (B.A.) | Technology (B.S.) |
| 7. Computer Science (B.S.) | 25. Nursing (B.S.N.) |
| 8. Cytotechnology (B.S.) | 26. Political Science (B.A.) |
| 9. Diagnostic Medical | 27. Pre-Law (B.A.) |
| Ultrasound Technology (B.S.) | 28. Professional Studies (B.P.S.) |
| 10. Early Childhood | 29. Psychology (B.S.) |
| Education (B.S.) | 30. Religious Studies (B.A.) |
| 11. Economics/Finance (B.S.) | 31. Respiratory Therapy (B.S.) |
| 12. Elementary Education (B.S.) | 32. Social Work (B.S.W.) |
| 13. English (B.A.) | 33. Spanish (B.A.) |
| 14. Exceptional Child | 34. Technology (B.S.T.) |
| Education (B.S.) | 35. Theatre (B.A.) |
| 15. French (B.A.) | |

Additional courses are offered in the following areas of study:

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

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

STUDENT CLASSIFICATION

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

- Freshman — 1 to 29 credits earned
- Sophomore — 30 to 59 credits earned
- Junior — 60 to 89 credits earned
- Senior — 90 credits or above earned
- Full-time — 12 credits or above
- Part-time — 11 credits or below

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.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The College Level Examination Program, an activity of the College Entrance Examination Board, makes available examinations through which a student may earn credit toward the bachelor's degree outside the regular classroom situation. Two types of examinations are offered: Five *general examinations* (English composition, humanities, mathematics, natural science and social sciences) and a number of *subject examinations*.

The granting of credit is contingent upon the following conditions and limitations:

1. A maximum of 30 credits will be accepted through CLEP, and all CLEP credit must be earned prior to achieving junior status, (60 credits).
2. A student may not receive credit for a *general examination* if he or she has already earned college credit in a discipline covered by the appropriate *general examination*.
3. The student may not receive credit for a *subject examination* which covers the same subject area in which the student has already earned college credit.
4. Credit will not be awarded in cases of duplication nor will equivalencies be changed to remedy such duplication.
5. Maximum CLEP credits in any one discipline may not exceed six.

6. CLEP credit in a foreign language is not available to native speakers of the language.
7. A fee of \$20.00 per credit must be paid to cover administrative costs.

Many departments are unwilling to accept CLEP credit as part of a major or minor, and all departments within the University 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 distributive requirement. 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.

ADVANCED PLACEMENT PROGRAM (AP)

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

Credit for Advanced Placement examinations is based on the one-year AP experience. Credit is given only in cases of scores of 3 or better. Credit varies from 3-8, depending on equivalencies available at Barry University. 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. CR/NC grades are reported. A fee of \$20.00 per credit must be paid to cover administrative costs.

PROFICIENCY EXAMINATIONS

College credit in nursing courses may be obtained by registered nurses applying to the R.N.-B.S.N. transition program, through proficiency examinations. All credit must be approved by the Dean of the School of Nursing. A fee of \$20.00 per credit must be paid to cover administrative costs.

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.

UNDERGRADUATE GRADING SYSTEM

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

Superior achievement	A	4.00 honor points per credit
Above average	B	3.00 honor points per credit
Average	C	2.00 honor points per credit
Below Average	D	1.00 honor points per credit
Failure	F	No honor points
Credit	CR	Credit awarded for achievement at or above the D level; no honor points; not computed in GPA; equivalent to passing grade, A-D.
No Credit	NC	No Credit awarded; achievement below D 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

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 (CLEP and Proficiency Examinations excluded). Credits earned under this option are applicable to the number of credits needed to fulfill degree requirements. Students must enroll for the Credit/No Credit option in all 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 University;
- 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 University 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 (60 credits) 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 UNDERGRADUATE SENIORS

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

- (1) Have a faculty advisor certify to the Dean that all undergraduate graduation requirements will be met.
- (2) Have the Dean file a letter with the Registrar prior to registration stating that the student will meet all requirements for a bachelor's degree and that the graduate credits (3 or 6) are over and above all undergraduate requirements.

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.

PRESIDENT'S LIST

To be eligible for the President's List, students must have achieved a grade point average of 4.00 as a full-time student during the semester with no incomplete grades.

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 University students may enroll in Army ROTC courses through cross-registration with the University of Miami. Eligibility for registration is determined by the ROTC Department at the University of Miami, 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.

MIAMI EDUCATION CONSORTIUM

Barry University 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 or Embry-Riddle.

HONORS PROGRAM

The Honors Program provides a challenging academic alternative for gifted students. It demands rigorous and creative intellectual efforts leading the students to self-discovery and enrichment.

Freshmen or transfer students entering Barry University with a minimum SAT score of 1,000 and a minimum GPA of 3.5 are invited to enroll in the Honors Program. Students already enrolled in the University may join the Program if they maintain a minimum GPA of 3.5 and are recommended by their advisor and chairperson. Students elect to participate in the Honors Program; they incur no penalty if they refuse to do so.

To receive the designation of Honors Program on the final transcript, honor students must: 1) take a minimum of 18 hours in the program, 2) complete an honors thesis in the senior year under the direction of his/her advisor/instructor. The student must achieve a *pass with distinction* of this essay, as ascertained by his/her advisor in

consultation with the examining committee comprised of appropriate departmental staff. Eligible students may elect up to 6 credit hours per semester in the Honors Program.

The curriculum of the Honors Program includes two components.

1. in-course honors:

A written request for in-course honors must be presented to the course instructor and a planned program of study must be submitted before the end of the second week of the semester. A special form for this purpose is available to the student in the office of the director. The completed form will be retained by the course instructor until the end of the semester and then used in preparing a report for the director. Approval of the application and program of study must be obtained from the course instructor and the director. No faculty member is obligated to comply with the request for in-course honors.

The honors student shall meet all the requirements of the regular course, including the final examination. Honors work shall consist of readings, projects, reports under tutorial guidance; exhibit qualities such as initiative, creativity, intellectual curiosity, critical thinking, and sound methodology; include a terminal essay which analyzes or exhibits the results of the study; and culminate in an oral examination. Upon the student's satisfactory completion of in-course honors, the instructor will report the course grade and a notation of honors will appear on the student's record. However, such a notation of honors will be given only if the student earns a grade of A or B. Any student may, without honors, earn the grade of A or B in a regular course which other students are pursuing through in-course honors.

2. upper-bi electives:

When twelve students enrolled in the Honors Program request that an upper-bi elective be made an honors course, the course shall be open only to members of the Program. In this case, the director shall ascertain the willingness of the faculty member to teach an honors section. An appropriate notation will appear on the student's transcript. The usual drop/add policies apply to such an honors course.

ENTRY PROGRAM

The Entry Program provides individualized instruction in basic skills making it possible for the students to achieve their educational goals. Learning experiences are developed with consideration for individual learning styles, aptitude, prior knowledge and performance levels in subject matter and skills. All course work in the Entry Program is college level and is included within the usual 120 credit hours required for graduation. Students in the Entry Program are granted regular

admission into the University and are prepared after successful completion of the program to continue in their selected major.

The Entry Program offers the opportunity to develop college-level skills in communications and math, necessary to ensure success in meeting the educational demands of the University. This goal is achieved not only through the course design but also through the coordination of the various components of the program.

The Entry Program is offered under two plans: 1) a six-week summer session (7 credits) that closely integrates Composition, Math and Orientation; 2) a fifteen-week session (13 credits) that offers selected electives as well as Composition, Math and Orientation. English and Math placement depends on SAT scores and diagnostic testing.

BEC PROGRAM

The BEC Program (Barry Early Credit), a cooperative program between Barry University and selected high schools, permits high school seniors to take college courses in their own high school at low cost. Courses are taught by carefully selected, qualified high school teachers who are trained, supervised, and evaluated by Barry faculty.

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

CROSS-CULTURAL PROGRAM

Barry University 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 University 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. All course work is included within the usual 120 credit hours required for graduation. After successful completion of the program, students are prepared to continue in their selected major.

CAMPUS INTERCHANGE PROGRAM

Barry University 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 University 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.

STUDY ABROAD

Barry University does not have a specific arrangement with foreign universities; however, study abroad is encouraged especially for students concentrating in foreign languages. Occasionally, Barry faculty members organize study tours abroad. A faculty member is available to counsel students on various programs of study abroad. Students participating in a program of study abroad must obtain authorization from the dean of their school

Graduate

The School of Arts and Sciences offers the M.A. degree in English, Religious Studies, Pastoral Ministry for Hispanics, Jewish Studies; the M.S. degree is offered in Clinical Psychology.

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: Community Counseling, Contemporary Curriculum, Guidance and Counseling, and Reading.

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

The Center for Computer Education offers the Master of Science (M.S.), and the Educational Specialist degree in Computer Education.

CLASS LOAD

Full-time — 9 credit hours

Part-time — 3-9 credit hours

REQUIREMENTS FOR GRADUATION

Refer to program requirements for graduation listed under each School.

GRADUATE GRADING SYSTEM

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.
Withdrew	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last (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 Adult and Continuing Education

Sister Linda M. Bevilacqua, O.P., Ph.D.,
Associate Vice President for Academic Affairs and Dean
Craig T. Probst, M.Ed., Director of Academic Services

The programs in the School of Adult and Continuing Education are designed for adult women and men who, because of family and work responsibilities, are unable to attend college classes in a traditional manner or at traditional class times. The purpose of the School is to make available to these students the same quality education upon which Barry University's reputation is founded. Classes are scheduled in the mornings, afternoons, evenings, and weekends. A normal three-credit course is taught within the setting of small discussion-oriented seminars for two and a half weeks during the day, or for fifteen weeks in the evening and on weekends.

Students must meet the same graduation requirements as other Barry University students; however, they may choose from a number of learning options which allow for greater flexibility in program planning and scheduling. Each student works closely with an academic advisor to design a program which meets both the student's education needs and the institution's requirements.

Recognizing that adult students often have attained knowledge that is appropriate for academic credit, the School of Adult and Continuing Education awards such credit towards a degree if the student can document professional development/competence in an evaluation portfolio. The amount of credit awarded will vary with each student's professional and/or vocational background.

DEGREE PROGRAMS

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

- Bachelor of Professional Studies (B.P.S.)
- Bachelor of Liberal Studies (B.L.S.)
- Bachelor of Science in Technology (B.S.T.)

CRITERIA FOR ADMISSION

All students seeking admission to the School of Adult and Continuing Education are required to:

- a. submit a completed application form with appropriate application fee,
- b. provide proof of graduation from high school,
- c. interview with the Director of Academic Services, and
- d. provide official transcripts of credits taken at other colleges/universities, or CLEP transcripts, if applicable.

In addition, one of the following criteria must be met:

- a. minimum of 30 transferrable college credits, OR
- b. minimum of five years of professional experience and proof of high school graduation, OR
- c. minimum of three years of professional experience and 15 transferrable college credits

BACHELOR OF PROFESSIONAL STUDIES OR LIBERAL STUDIES (B.P.S.) (B.L.S.)

The Bachelor of Professional Studies and Liberal Studies programs are designed to recognize the professional or job experiences which adult students have acquired and provide the mechanism for translating those experiences into Barry University credit. Those who have the background to qualify for these programs can substantially shorten the time needed to earn a baccalaureate degree.

The courses offered for these degree programs cover five areas of study: Humanities, Communications, Natural Science and Mathematics, Social Sciences, Religion and/or Philosophy.

The credits required for the B.P.S. and B.L.S. degrees are distributed as follows:

- 9 credits in Religion and/or Philosophy
- 9 credits in Oral and Written Communication
- 15 credits in two of the divisions of the Liberal Arts (Humanities, Natural Sciences, or Social Sciences) with a minimum of 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

BACHELOR OF SCIENCE IN TECHNOLOGY (B.S.T.)

Underlying this program is a recognition of the growing impact of technology upon the quality of life, and that the proper application of technology is critical to meeting current and emerging needs of society and its citizens. The specific purpose of this degree program is to provide students graduating with the Associate of Science degree an opportunity to complete a four-year baccalaureate degree. The Bachelor of Science in Technology degree is an inverted degree program (2+2), in which the special technical courses are taken at a junior or community college during the student's first two years of study. After completing the A.S. degree, the student takes additional upper-division liberal arts courses and a cluster of management and computer science courses. The student graduates from Barry with a degree that is directed toward the practical use of management, technology, and computer principles that meet the objectives of industry, business, and the public.

CURRICULUM

The student admitted into this program with an Associate of Science degree usually has completed at least fifteen liberal arts credits. Additional credits to be taken at Barry include philosophy, social science, humanities, communications, and religion or philosophy. The remaining courses include a core of management and computer science courses and guided electives. Although a student's program of study at Barry will be individualized, based upon the lower division major in the Associate of Science degree, a typical listing of required number of credits and courses for each subject area to be taken at Barry includes:

Oral and Written Communication (total of 6 credits)

Required: ENG 401	Technical and Report Writing	3 credits
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Humanities (total of 3-6 credits)

No specific courses required.

Religion and/or Philosophy (total of 9 credits)

Required: PHI 305	Problems in Philosophy	3 credits
PHI 302	Ethical Issues in Business	3 credits

Social Science

Required: PSY 401	Industrial Psychology	3 credits
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Management (total of 18-21 credits)

Required: ACC 200	Principles of Accounting	3 credits
ECO 201	Principles of Economics	3 credits

MGT 305	Management Concepts and Applications	3 credits
MGT 419	Financial Management	3 credits
ACC/MGT 361	Managerial Cost Accounting	3 credits

Computer Science Technology (total of 12-15 credits)

Required: CDP 180	Introduction to Computer Science	3 credits
MAT 152	Introduction to Statistics	3 credits
MGT 326	Quantitative Analysis for Decision Making	3 credits
MGT 400	Management Information Systems	3 credits
PSY 301	Professional Orientation Seminar	1 credit

Electives (total of 6 credits)

COURSE DESCRIPTIONS

The following listing of course descriptions represents the usual courses taken by students in the Adult and Continuing Education degree programs. However, students may also take courses for degree completion from within the total University, in which case, those course descriptions may be found in the appropriate School's section of the Catalog.

ANT 306 AE 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.

ART 400 AE Ancient Greek Art (3)

Detailed analysis and examination of Greek Art from 1000 B.C. to the end of the Hellenistic Period. Sculpture, vase painting and architecture will be compared and contrasted with Art through the ages by connecting them with Greek philosophy, mythology and history and their aesthetic concepts.

ART 401 AE History Of Art (3)

Looking, reading and discussing selected works which illustrate major movements in art history from Primitivism to Modernism.

ART 402 AE History Of Theater (3)

Comprehensive study of theater from the ancient Greeks to the present age viewed as a part of a social framework; a reflection of the needs, desires and conflicts of a particular people at a particular time in history.

BIO 301 AE Botany (3)

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

BIO 306 AE Introduction To Oceanography (3)

Brief coverage of the physical, chemical, biological, and geological aspects of ocean science.

ENG 301 AE Twentieth Century Humanities (3)

Interdisciplinary approach to the history, drama, art, music, philosophy and literature of the twentieth century.

ENG 305 AE Business & Technical Writing (3)

Appropriate forms for occupational reports, memos, letters, proposals, library research, as well as personal resumes and letters of application.

ENG 306 AE Creative Writing (3)

Introduction to the professional elements of creative writing in the forms of short stories, novellas, the novel or non-fictional writing, journals, interviews and articles.

ENG 308 AE Early American Literature (3)

Main focus will be on the New England transcendentalists, Emerson and Thoreau, and the emergence of the belief in intuitive knowledge and the indwelling divinity in persons and nature.

ENG 310 AE Modern American Playwrights (3)

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

ENG 400 AE Contemporary Latin American Literature (3)

Survey of outstanding fiction writers who represent diverse cultural traditions of their respective countries. Included will be Borges, Garcia, Marquez, Cortazar, Rulfo, Fuentes, Donoso, Oneitti and Bioy-Casares.

ENG 409 AE Philosophy Of Literature (3)

Survey of some of the classics of Western and Eastern literature with emphasis upon literary and philosophic analysis of recurring themes that have been treated in a variety of ways from the ancient Greek drama to the twentieth century novel.

GEO 307 AE Environment (3)

Climatic, physical, biochemical, economic, and political influences upon the ecological structure of the earth conservation.

GEO 400 AE Geology (3)

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

GEO 402 AE Mysteries Of The Earth (3)

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

GEO 409 AE Ocean World (3)

Impact of the timeless sea on civilization and the impact of civilization on the sea will be investigated in this course. The oceans have influenced art and literature, scientific knowledge, industry and politics from ancient times to the present.

MUS 301 AE Music Appreciation (3)

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

MUS 321 AE History Of Jazz (3)

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

PHI 301 AE Contemporary Moral Issues (3)

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

PHI 305 AE Problems In Philosophy (3)

Introduction to some of the basic issues in philosophy including free-will vs. determinism, the mind-body debate, the problem of God, and the nature of moral action.

PHI 308 AE Philosophy Of Law (3)

Deals with the debate over the essential nature of law and the relation of law to morality; the

value of individual liberty relative to other values like happiness and justice; the relation of responsibility to criminal liability.

PHI 313 AE Philosophy Of Art (3)

Inquiry into such questions as: What is art? Is the meaning of a work of art to be found in the artist, in the work of art itself, or in the eye of the beholder?

PHI 409 AE Search For Meaning (3)

Critical philosophical inquiry into the thought of several philosophers and writers of the 19th and 20th centuries whose central concern is to find a primary source of meaningful existence for human beings confronted with the despiritualized and often frightening environment afforded by our modern age.

PHI 412 AE American Ideas (3)

Historical and philosophical inquiry into some of the most fundamental and ingrained ideas and ideals which have been crucial to the development of the distinct American culture.

PHI 413 AE Philosophy Of Religion (3)

Fundamental and critical inquiry into the validity, nature and significance of what is commonly called the religious experience, with emphasis upon the kinds of knowledge that can be gained from such an experience.

PHI 415 AE Native American Philosophy (3)

Philosophical and anthropological study of the very distinct world view of the American Indian and the possible implications of this alternative vision of reality for modern technological society.

PHI 420 AE Philosophy of Emotions (3)

Intense examination of both ancient and contemporary theories on the role and importance of emotions in human lives.

PSY 300 AE Psychology Of Personality (3)

Emphasis on environmental factors that affect personality development, emotional stability and interpersonal relationships in society.

PSY 409 AE Human Behavior and Development (3)

Natural, physiological and psychological stages of development of human beings.

PSY 410 AE Group Dynamics (3)

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

REL 305 AE Contemporary Religious Thought (3)

Study of the roots of traditional religions by examining the philosophical and psychological underpinnings of religious thought and by studying modern experiences and discoveries that challenge beliefs.

SOC 301 AE American Family (3)

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

SOC 305 AE Issues In Culture (3)

Determination of the role that culture has played in developing and influencing human behavior. Perceptions of economics, religion, family life, employment, aging, law and numerous other aspects of culture will be studied and discussed to reveal how they influence and determine our future.

SOC 309 AE Roots Of Civilization (3)

Study and examination of numerous civilizations and societies to obtain a greater appreciation of the diversity in mankind's responses to solving world problems; the processes by which groups of people civilize themselves and the particular bases of power operant in each society, i.e., artistic skill, scientific knowledge, technology, military prowess, language skill, tradition/ancestry, etc.

SOC 312 AE Concepts In Political Science (3)

Broad exposure to the discipline including discussion of approaches to the field as well as major discussions of contemporary events.

SOC 314 AE Russian Cultural History (3)

Exploration of the Russian-Soviet historical and cultural traditions which subtly, but no less powerfully, influence the modern Soviet State. The course purpose will be to make Soviet domestic and international behavior more logical and internally consistent with its own context; not necessarily to justify those behaviors but to explain them.

SOC 408 AE American Ideas (3)

Historical and philosophic inquiry into some of the most fundamental and ingrained ideas and ideals which have been crucial to the development of the distinct American culture.

SOC 416 AE Contemporary American Politics (3)

Study of the structure of the national government; special emphasis devoted to particular problems confronting the policymakers, such as the quality of the environment.

SOC 417 AE Sociology Of Death and Dying (3)

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

SPE 301 AE Effective Communications (3)

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

SPE 402 AE Oral Communications (3)

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

SPE 403 AE Oral Interpretation (3)

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

SPE 404 AE Oral Communication Workshop (3)

Focus on basic oral communication skills. Each student will give from four to five extemporaneous speeches as a means of mastering skills in research; effective speech organization, vocal and physical control; fluency, vividness and vitality of expression and listening.

LEGAL ASSISTANTS PROGRAM

The legal profession recognizes the need for personnel to assist lawyers at the para-professional level. 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: Introduction to Law and Torts; Legal Research and Writing; Real Estate and Real Estate Finance; Contracts; Business Associations; Estate Planning, Probate, Wills, and Trusts; Litigation and Civil Procedure; Criminal Law; and Law Office Management.

Taught by attorneys from the Miami area, the Program requires approximately 350 hours of classroom participation.

SPECIAL PROGRAMS/NON-CREDIT COURSES

The School of Adult and Continuing Education offers a variety of short courses, workshops, and seminars designed to meet particular educational needs of groups, organizations, and institutions. These credit and non-credit activities are planned to enhance the concept of lifelong learning, and to provide individuals with opportunities for personal growth, professional knowledge and skill updating, and learning for pleasure and enjoyment.

PROGRAM FOR ENGLISH AS A SECOND LANGUAGE (PESL)

PESL is an intensive course for international students designed to assist the student to attain proficiency in the English language. The curriculum is geared toward competency in the spoken and written forms of the language. The latest methods in language teaching are applied in a comprehensive manner to assure the most rapid progress possible. Courses begin in August, January, and May and are offered on a semester basis, Monday through Friday.



School of Arts & Sciences

Undergraduate

Andre Cote, Ph.D., Dean

Eileen McDonough, M.S., Associate Dean

ALLIED HEALTH PROFESSIONS

The B.S. in Allied Health Professions is an interdisciplinary major of 60 credit hours for transfer students holding an A.A. or A.S. degree in one of the areas of Allied Health. The interdisciplinary major includes courses in AHP, PSY, MGT, EDU, and PHI. The course of study is shown below.

Required Courses (51 hours)

AHP 301, 302, 303, 404, 405, 406, 476

MGT 305 Management Concepts and Applications (3 credits)

MGT 409 Organizational Communication & Behavior (3 credits)

EDU 318 Educational Psychology (3 credits)

EDU 326 Theories of Administration (3 credits)

PHI 453 Bio-Medical Ethics (6 credits)

PHI Philosophy Elective (3 credits)

PSY 370 Social Psychology (3 credits)

PSY 423 Organizational Psychology (3 credits)

PSY 455 Gerontological Psychology (3 credits)

Recommended Electives (9 hours)

AHP 304, 307, 408, 409

BUS 102	Personal Typewriting	(3 credits)
EDU 463	General Methods of Teaching & Testing	(3 credits)
EDU 469	Personality and Mental Health	(3 credits)
EDU 491	Group Dynamics	(3 credits)
ENG 211	Technical Writing	(3 credits)
PSY 320	Introduction to Psychological Testing	(3 credits)
PSY 382	Developmental Psychology	(3 credits)

Additional courses in computer sciences or in a foreign language.

Students must earn the minimum grade of C in all required courses. The integrative experience may be fulfilled through AHP 409 (Practicum) or through a senior project or paper approved by the department chair.

Course Descriptions — Allied Health Professions Prefix: AHP

201 Computer Applications in Medicine (3)

Discussion of the use of the computer in the hospital: clinical laboratories, patient data management, research and hospital technology. Field trips included.

301 Introduction to Allied Health Professions (3)

Roles and functions of practitioners in health sciences, occupational therapy, physical therapy, rehabilitation counseling, and speech pathology and audiology. Introduction to their interrelated activities, special topics, rights of the disabled and architectural barriers. Practitioners and patients as guest lecturers.

302 Holistic Health Care (3)

Focus on the patient as a whole person having a hierarchy of needs and values which may be activated or reactivated during the course of his illness. An awareness of illness as an opportunity for growth shapes the student's attitude toward the patient as a unique and precious being, and to his own work as a source of deep joy.

303 Cultural and Ethnic Influences on Patient Care (3)

Explores the possible effects of the cultural and ethnic background of the patient and his or her family and their reaction to disease, disability, death, the health professional, and health care institutions.

304 Urban Health Problems (3)

Comparison of the medical care system as planned in theory and its operation in urban areas. Both provider and consumer points of view are considered. Health problems faced in urban areas are analyzed, with special emphasis on Miami area problems.

404 Ethical Care Issues in Health Care Delivery (3)

Critical examination of ethical issues impacting on the provision of health care services, including implication of biomedical research/technology, quality of life, informed consent, right to life and death, etc.

405 Legal Aspects of Health Care (3)

Principles of hospital law and aspects of handling confidential and health records information. Actual cases and statutes are discussed.

406 Systems Health Care Organization and Management (3)

Expansion of the student's knowledge of management and behavioral science as related to health care institutions. Study of internal problems of hospitals and other institutions, (bureaucracy, professionalization, organization structure, and financial requirements) as well as external management problems (community relations, government regulation, and coordination among facilities.)

407 Health Care Seminar (3)

Selected health service management issues growing out of individual and seminar group interests presented by faculty and student members of the seminar. Independent research and group discussion emphasized as faculty meet weekly with a small group of students.

476 Teaching of Allied Health (3)

General and specific principles which underlie approaches to effective teaching and learning processes in the Health Care Center/Hospital with emphasis upon problems arising from students' needs.

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.

The Art major is required to study Art 101A, 101B, 102A, 102B, 209 and 210. 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 University reserves the privilege of retaining one student work for the purpose of exhibition or as part of the Department's permanent collection. The University also reserves the right to reproduce and publish student works. Policies governing the exhibition and sales of student works are available from the Department of Fine Arts.

PROGRAM OF STUDY

B.F.A.

Introduction to Art	12
Art History	12
Art Studio	48
Liberal Arts Distribution	33
Electives	15
	120 Credits

B.F.A. (Education)

Introduction to Art	12
Art History	9
Art Studio	38
Liberal Arts Distribution	33
Certification Requirements	28
	120 Credits

Art Minor

Introduction to Art	6
Art Studio and/or Art History	15
	21 Credits

Course Descriptions — Art Prefix: ART

101A Basic Drawing (3)

Beginning theory and application of basic drawing techniques including life figure. (\$25 fee)

101B Two-Dimensional Design (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. (\$25 fee)

102A Intermediate Drawing (3)

Intermediate study of the human figure dealing with non-objective images and freedom of expression. (\$25 fee)

102B Three-Dimensional Design (3)

Basic three-dimensional design concepts and theory; exploration and analysis of design fundamentals through various tools and materials. (\$25 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. (\$25 fee)

201 Basic Printmaking I (3)

Introduction to basic printmaking techniques, studio practices, materials and methods (stencil, woodcut, linocut, etc.). Prerequisites: Art 101, 102. (\$25 fee)

202 Basic Printmaking II (3)

Introduction to basic intaglio and/or lithography techniques; emphasis on technique rather than aesthetic. Prerequisite: Art 201. (\$25 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. (\$25 fee)

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. (\$20 fee)

232 Beginning Jewelry and Metals II (3)

Traditional and contemporary enameling techniques; emphasis on cloissone and forming metal. (\$20 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. (\$25 fee)

242 Potter's Wheel II (3)

Advanced problems in wheel throwing and handbuilding techniques; greater participation in kiln firing cycles. Prerequisite: Art 241. (\$25 fee)

261 Painting and Drawing I (3)

Introduction to basic materials and techniques of the painting and drawing media. (\$25 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. (\$25 fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (\$0 to \$25 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 (\$25 fee)

303 Intermediate Photography (3)

Projects involving types of light and character-portraits allow the student to creatively refine techniques of basic photography; new areas such as hand coloring, toning high contrast ortho film and solarization are explored. Prerequisite: Art 203. (\$25 fee)

304 Color Photography (3)

Introduction to printing in color, with emphasis on color theory and quality color darkroom techniques to prepare the student for continuation into Advance Photography. Prerequisite: Art 303 (\$25 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 (\$25 fee)

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. (\$20 fee)

341 Claybody Formulation (3)

Extensive study and investigation of claybody formulation with immediate application to current semester work. Prerequisite: Art 241 or 242. (\$25 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. (\$25 fee)

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval. (\$0 to \$25 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. (\$25 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. (\$25 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. (\$25 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. (\$25 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. (\$25 fee)

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. (\$25 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. Prerequisites: Art 203 and 305. (\$25 fee)

406 Graphic Design Group (3-6)

Advanced students in graphic design participate in design and production of various printed materials published by the University; students work independently in the tutorial method and are guided by a member of the Art faculty. Prerequisite: Permission of the Chairman.

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. (\$20 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. (\$25 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. (\$25 fee)

476 Methods in Art Education (4)

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

BIOLOGY

Biology Major (including Pre-Medical, Pre-Dental, Pre-Veterinary programs)

A major requires a minimum of 36 credits including Biology 112, 116, 341, 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 Graduate Record Examination or on the Medical College Admission Test.

Biology Minor

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

Medical Technology

A student majoring in medical technology must meet the following requirements: Biology 112, 116, 230, 325, 331, 332, 341, 346. Also required as part of the program are Chemistry 111, 112, 243, 321; Math 111, 211; Physics 151; and the distribution requirement. After successfully 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 University will grant 30 semester hours of credit for the internship program. At Mt. Sinai Hospital, 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.

Cytotechnology

A student majoring in Cytotechnology must meet the following requirements: Biology 116, 230, 325, 331-332, 341, 346, 450, 451 (recommended). Also required as part of the program are 12 semester hours of Chemistry including Chemistry 151; 6 semester hours of Mathematics; 4 semester hours of Physics and the distribution

requirement. After successfully completing this 90-credit program, the student must complete the course of instruction at an approved school of Cytotechnology. The University will grant 30 semester hours of credit for the internship program. Barry University is affiliated with Jackson Memorial Hospital. Upon completion of the 12-month internship, a Bachelor of Science degree will be awarded with a major in Cytotechnology. Students must apply individually for the year of clinical training. Schools of Cytotechnology selectively admit qualified students on an individual basis.

Diagnostic Medical Ultrasound Technology

A student majoring in Diagnostic Medical Ultrasound Technology must meet the following requirements: Biology 116, 230, 325, 331-332, 341, and 451. Also required as part of the program are Chemistry 111, 112, 243, 321; Mathematics 111, 211; 4 semester hours of Physics; and the distribution requirements. After successfully completing this 90-credit program the student must complete the course of instruction at an approved school of Diagnostic Medical Ultrasound Technology. The University will grant 30 semester hours of credit for the internship program. Barry University is affiliated with Mt. Sinai Hospital. Upon completion of the 12-month internship, a Bachelor of Science degree will be awarded with a major in Diagnostic Medical Ultrasound Technology. Students must apply individually for the year of clinical training. Schools of Diagnostic Medical Ultrasound Technology selectively admit qualified students on an individual basis.

Nuclear Medicine Technology

A student majoring in Nuclear Medicine Technology must meet the following requirements: Biology 116, 230, 325, 331-332, 341, and 450. Also required as part of the program are Chemistry 111, 112, 243, 321; Mathematics 111, 211; 4 semester hours of Physics; and the distribution requirement. After successfully completing this 90-credit program, the student must complete the course of instruction at an approved school of Nuclear Medicine Technology. The University will grant 30 semester hours of credit for the internship program. Barry University is affiliated with Mt. Sinai Hospital and Jackson Memorial Hospital. Upon completion of the 12-month internship, a Bachelor of Science degree will be awarded with a major in Nuclear Medicine Technology. Students must apply individually for the year of clinical training. Schools of Nuclear Medicine Technology selectively admit qualified students on an individual basis.

Other Departmental Requirements

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 1 and 11 (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 Energy Crisis, Disease Crisis-Alcoholism, Drug Addiction, Heart Disease and Mental Health.

112 Botany (4)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 3 hours laboratory weekly. (\$35 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. (\$35 fee)

230 Human Anatomy (4)

Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (\$40 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 101, 102 or 103 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 and research projects. 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. (\$45 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 (3)

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.

481-491 Cytotechnology (30)

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

482-492 Nuclear Medicine Technology (30)

Twelve-month period of academic and clinical training in a school of nuclear medicine technology approved by the Council of Medical Education of the American Medical Association.

483-493 Diagnostic Medical Ultrasound Technology (30)

Twelve-month period of academic and clinical training in a school of diagnostic medical ultrasound technology approved by the Council of Medical Education of the American Medical Association.

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 ½ 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.

The department recommends that the chemistry major take the Graduate Record Examination as an integrative experience, required for graduation. An undergraduate research project will also meet this requirement. 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; three 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)
371	Media Law and Ethics	(3)
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)
304	Color Photography	(3)
315	Photojournalism	(3)
403	Advanced Photography I	(3)
404	Advanced Photography II	(3)

5. Media

104	Interpersonal Communication	(3)
200	Introduction to Mass Media	(3)
204	Introduction to Broadcast News	(3)
362	Principles of Public Relations	(3)
371	Media Law and Ethics	(3)
441	Internship	(6)

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

Course Descriptions — Communication Arts Prefix: COM

104 Interpersonal Communication (3)

Problems of contemporary social communication, interpersonal relationships, and the influences of the media on communication. Same as SPE 104.

200 Introduction to Mass Media (3)

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

204 Introduction to Broadcast News (3)

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 (3)

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

371 Media Law and Ethics (3)

Relationship of mass media to society: responsibility, regulations and philosophy. Same as JOU 371.

441 Internship (3-6)

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 a departmental comprehensive examination. 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 Basic English (6)

Intensive study of English with emphasis on grammar and syntax; the course includes practice in reading, writing and speaking skills (this course is part of the Cross Cultural Program; it does not fulfill distribution requirements).

111 Freshman Composition and Literature (3)

Writing of short papers and readings in literature.

112 Techniques of Research (3)

Readings in literature and writing of the research paper.

211 Technical Writing (3)

Writing projects which include summary, report, letter, position paper and research.

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 American literature.

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 or 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

Requirements for French major are 30 credits distributed in the discipline including 18 credits in the upper division. Students planning to teach add FRE 476. A minimum grade of C is required in all French courses and a departmental examination is required for graduation. Majors are required to take the following courses: FRE 301, 302, 305, 306, 379. A minor in French requires a minimum of 21 credit hours.

The French program, besides enabling students to acquire proficiency in the four basic skills — listening, speaking, reading, and writing — provides for a deeper understanding of the French culture. These objectives aim to prepare the student in the area of teaching and to utilize his skills with work related to translating and interpreting, diplomatic service, overseas business and industry, social welfare, law, nursing, allied health professions, etc.

Students are encouraged to supplement their course work by study abroad. They may earn up to nine credits in France or another recommended French-speaking country. Approval of the Dean of the School of Arts and Sciences is required.

All non-native students are placed according to their level of proficiency as determined by placement tests administered at the beginning of the semester.

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. Laboratory hours required. FRE 102: prereq: FRE 101 or equiv.

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. FRE 203, prereq: FRE 102 or equiv, FRE 204, prereq: FRE 203 or equiv.

250 Conversation and Composition (3)

Diction and fluency in the language; prepared and extemporaneous dialogues and reports on current topics; practice in writing French with accuracy; systematic review of the grammatical principles of the French language; study and practice of French pronunciation with exercises in diction. Laboratory hours required. Prereq: FRE 204 or equiv.

300 Special Topics (3)

Content to be determined to fill specific needs or interests.

301 Advanced Conversation, Composition and Grammar (3)

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

302 Introduction to French Literary Texts (3)

Introduction to French literature through close reading and discussion of selected works chosen from representative genre. Includes compositions, conversation, and introduction to literary criticism through literary dissertations and class discussions. Conducted in French. Prereq: FRE 250 or equiv.

305-306 Survey of French Literature (3) (3)

Historical survey of French literature to the twentieth century; representative works of each period. Prereq: FRE 302 or equiv.

317 Commercial French (3)

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

379 French Culture and Civilization (3)

Historical survey of the life and culture of the French people. Prereq: FRE 250 or equiv.

380 Contemporary French Culture and Civilization (3)

Survey of the life and culture of the French people of the twentieth century. Panorama of contemporary French intellectual and artistic achievements. Prereq: FRE 250 or requiv.

402 Introduction to Practical Stylistics (3)

Advanced grammar and syntax exercises. Systematic study of the problems of translations and their solutions. Weekly conversation topics to improve oral expression.

440 French Classicism (3)

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

444 Literature of the 18th and 19th Centuries (3)

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

460 Contemporary French Literature (3)

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

461 Modern French Theatre (3)

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

476 Methods of Teaching Modern Languages (3)

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

487 Seminar (3)

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

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, 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 HIS 101, 102, 201 and 202. Students seeking secondary certification should add HIS 476.

Graduation requirements include 1) earning a minimum grade of C in all major courses and 2) successfully completing HIS 487 or achieving a satisfactory score on the Graduate Record Examination in History, or Law School Admissions Test. Requirements for minors are 21 credits, including HIS 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.

201, 202 U.S. People & Ideas, I & II (3) (3)

Topical survey of American History, its people and ideas; first semester includes the period to 1877; second semester continues from 1877 to the present.

300 Special Topics (3-12)

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 (3)

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.

430 History of Europe in the 19th Century (3)

Political, economic and intellectual developments from 1814 to 1914.

436 History of Europe in the 20th Century (3)

Political, economic and intellectual developments from 1914 to 1945.

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.

451 The Rise of a World Economy (3)

Focus on the participation of major nations in the expansion of world trade from the sixteenth century up to the present and exploration of their political and ideological justification; emphasis on the historical motivating factors for the economic expansion at the center and its impact on the resulting colonial possessions at the periphery leading to a consideration of the lingering implications today on the world economic scene.

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

301 Humanities in the 20th Century (3)

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)

Comparative survey of the arts and their relation to the cultures of 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:
 - REL 465 Sociology of Rel or REL 466 Future of Rel in America
 - REL 414 Religious Anthropology
 - PHI 122/123 Thought of Spain and the Americas I & II
 - PHI 302 Spanish and Spanish-American Philosophers
 - PHI 320 American Philosophers
 - ENG 313/314 World Literature
 - ENG 325/326 American Literature

HUM 205/206 American Cultures I & II
SPA 313/314 Survey of Spanish-American Lit or
SPA 301/302 Spa & Hisp. American Authors
SPA 317 Commercial Spanish
SPA 370 Hispanic-American Culture
SPA 379 Spanish Culture

Language 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 or
POS 396 Contemp
Govt. & Politics in Latin America
POS 325 International Relations
POS 466 Political Development or
POS 407 Politics of
Revolution in Latin America

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
ACC 200 Principles of Accounting I
ECO 201/202 Principles of Economics
MGT 305 Management Concepts and Applications
ECO 351 Comparative Economic Systems
ECO/MGT 466 International Business and Finance

Also recommended are:

CDP 180 Introduction to Computers
BUS 371 Social and Ethical Issues in Business

As a prerequisite to courses in the School of Business 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 will consist of a research paper as approved by the program advisor.

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 315, 371, 470; ENG 310: Advanced Grammar, ENG 312: Expository Writing, BUS 382: Advertising.

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 (3)

Headline writing, editing, cut-lines, copy processing. Prerequisite: JOU 108 or equivalent.

346 Layout (3)

Page make-up, typography, photo-cropping. Prerequisite: JOU 108 or equivalent.

371 Media Law and Ethics (3)

Relationship of mass media to society; responsibility, regulations and philosophy. (Same as COM 371)

470 Seminar in Journalism (3)

Independent investigation of a problem leading to the development of a series or a free-lance article for publication. Prerequisite: JOU 242 or equivalent.

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 departmental 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 321, 471 and 476. The minimum grade of C is required in all major courses.

Mathematics majors are encouraged to develop a related field such as Biology, Business, Chemistry, Computer Information Systems, Education or Psychology. A Mathematics major also must satisfy a departmental assessment.

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 MAT 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: MAT 201 or equivalent.

211 Calculus I (4)

Introductory calculus; limit and approximation; differentiation and integration of elementary functions; applications. Prerequisites: MAT 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: MAT 211.

213 Calculus III (4)

Multivariable calculus; real-valued functions of several variables; partial derivatives; multiple integration; linear differential equations; applications. Prerequisite: MAT 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: MAT 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: MAT 213.

331 Algebraic Structures (3)

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

332 Linear Algebra (3)

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

352 Probability and Statistics I (3)

Probability theory; random variables; special distributions; topics on statistical inferences; applications. Prerequisite: MAT 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: MAT 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 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	33	Distribution	33
Non-Music Electives	27	Education	24
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

108A Rudiments of Music (3)

Review of fundamental concepts including notation, rhythm, pitch and intervals; basic preparation for students wishing to develop music reading skill, may not be applied toward major.

108B Listening to Music (3)

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

109 Theory I (3)

Correlated study of the 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 University Chorale (1)

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

186/386 Chamber Ensemble (1)

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

191/391 Show Choir: Keynotes (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.

ORIENTATION

Course Description — Orientation Prefix: ORI

100 Freshman Seminar (1)

Resources; time management; study skills, diagnostic testing; career planning, value clarification. CR/NC option 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 experiences 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 habit; 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, Varona, Ingenieros, 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 Foundations (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 interest 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 aerobic exercise, archery (\$5.00), bowling (\$20.00), canoeing, fencing (\$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 other in, 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, 325, 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: Graduate Record Examination in Political Science, or a Departmental Comprehensive Examination. 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 or English. Also recommended are MAT 152, PHI 355, SOC 409 and BUS 201-202.

Requirements for minors are 21 credits, including POS 100, 301, 302, 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 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 (3)

Role of cities, counties, 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.

308 Constitutional Law (3)

Use of the case method approach, focus on the development of constitutional law. Prerequisite: POS 100, 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.

395 International Organizations (3)

Study of the structure and functions of international organizations as well as their importance in the international arena; special attention will be devoted to the role of the United Nations and the European Community. Prerequisite: POS 100

396 Contemporary Government and Politics in Latin America (3)

Detailed analysis of government and politics in select Latin American countries. Special attention will be devoted to authoritarian as well as revolutionary regimes. Prerequisite: POS 100 and HIS 386.

403 American Diplomatic 1 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 11 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.

407 Politics of Revolution in Latin America (3)

Examination of the conflict between elites and ideologically inspired, mass based movements. Prerequisite: POS 100

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 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 (3-6)

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 301, 307; HIS 101-102, 201-202; ECO 201-202; ACC 200; Survey in Art Literature, or Music (6 credits).

Recommended courses are:

BUS 339-340; ECO 430; HIS 400, 441; PHI 292, 308, 347, 453; POS 308; SOC 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	12
Statistics	3
Business & Economics	15
History & Political Science	18
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-specialties of psychology. Psychology 281 is a prerequisite to all other psychology courses.

Psychology minor (21 cr.): Psychology 281, 320, 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. Psychology majors are required to achieve a satisfactory score on the advanced psychology test of the GRE.

Course Descriptions — Psychology Prefix: PSY

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 (3)

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

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.

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: PSY 281 and Statistics.

343 Sensation and Perception (3)

Survey of contemporary issues 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.

423 Organizational 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.

489 Personality and Mental Health (3)

Study of basic neurophysiology including the neurological bases of perception, arousal, motivation, memory, and learning.

490 Physiological Psychology (3)

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

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: 416, 417, 420, 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 Chautauque 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.

236 History of Judaism I (3)

Systematic survey of the development of Judaism as the evolving religious civilization of the Jewish people from Biblical times to the Golden Age in Spain (15th century).

236 History of Judaism II (3)

Systematic survey of the development of Judaism as the evolving religious civilization of the Jewish people from the Golden Age in Spain (15th century) to the present.

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.

300 Special Topics (3)

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

305 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.

310 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 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 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.

409 Lay Ministry I (6)

Overview of the Christian journey with reference to anthropological foundations, vocation, covenants, ecclesiology and eschatology.

410 Lay Ministry II (6)

Focus on response to the call to proclaim the Good News with special emphasis on the development of ministerial skills and practical issues of ministry.

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 Religious Psychology (3)

Application of psychological principles and recent investigative studies to various modes of religious behavior. The classic theoretical issues involving the potentially positive as well as unintended negative functions which religion may play intrapsychically, interpersonally and socially will be addressed.

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.

492 Workshop (1-3)

RESPIRATORY THERAPY

The degree in Respiratory Therapy is a "2+2" program designed to provide A.S. graduates with the opportunity to earn a Bachelor's degree in field at Barry University. Any student with an A.S. degree in Respiratory Therapy from an accredited Junior College is eligible to apply for admission. The B.S. degree is based on 120 semester hours of coursework, 60 from the Junior College and 60 from the University.

The program may be pursued on a part-time basis for the health professional who has full-time employment; classes have been scheduled in the evenings to enable them to attend.

Course of Study:

AHP 201	Computer Applications in Medicine	3 s.h.
AHP 301	Introduction to Allied Health Professions	3 s.h.
AHP 405	Legal Aspects of Health Care	3 s.h.
AHP 406	Systems Health Care Organization & Management	3 s.h.
AHP 476	Teaching of Allied Health	3 s.h.
EDU 326	Theories of Administration	3 s.h.
MAT 152	Elementary Probability & Statistics	3 s.h.
PHI 453	Bio-Medical Ethics	6 s.h.
PHI	Philosophy Elective	3 s.h.
RET 301	Advanced Cardio-Pulmonary Physiology	3 s.h.
RET 302	Advanced Pharmacology	3 s.h.
RET 303	Advanced Respiratory Therapy and Practicum: Adults	3 s.h.

RET 304	Advanced Respiratory Therapy and Practicum: Pediatrics	3 s.h.
RET 305	Neonatal Life Support and Practicum	3 s.h.
RET 401	Clinical Practice (Specialty)	3 s.h.
RET 403	Advanced Cardio-Pulmonary Techniques and Practicum	3 s.h.
RET 406	Exercise Physiology, Rehabilitation and Practicum	3 s.h.
RET 407	Advanced Management for Allied Health Supervisors	3 s.h.
RET 408	Research (Special Studies)	3 s.h.

Course Descriptions — Respiratory Therapy Prefix: RET |

301 Advanced Cardio-Pulmonary Physiology (3)

In-depth study of pulmonary and cardiovascular anatomy, physiology and pathology. Diagnostic techniques, specific disease entities and physiological concepts such as fluids and electrolyte balance emphasized.

302 Advanced Pharmacology (3)

Research objectives in pharmacology. Current concepts and trends in pharmacological research.

303 Advanced Respiratory Therapy and Practicum: Adults (3)

Examination of adult patient assessment and evaluation processes while stressing the understanding and utilization of laboratory results, various current monitoring devices, and physical assessment techniques. Includes clinical rotation in hospital. (\$35 lab fee)

304 Advanced Respiratory Therapy and Practicum: Pediatrics (3)

Pediatric patient assessment and evaluation processes examined stressing the understanding and utilization of laboratory results, current monitoring devices, and physical assessment techniques. Includes a clinical rotation in a pediatric care facility. (\$35 lab fee)

305 Neonatal Life Support and Practicum (3)

Examination of current methods of ventilation, transportation and stabilization of the newborn as well as their relationship to neonatal physiology. Includes demonstration of techniques in laboratory setting. (\$35 lab fee)

401 Clinical Practice (Specialty) (3)

Supervised clinical experience designed to provide performance competencies in student's area of expertise.

403 Advanced Cardio-Pulmonary Techniques and Practicum (3)

Examination of indications, hazards and contraindications in the use of current invasive and non-invasive monitoring techniques and their effects on the respiratory patient. Laboratory skills learned include utilization of monitoring equipment and its relation to the clinical environment. (\$35 lab fee)

406 Exercise Physiology — Rehabilitation and Practicum (3)

Study of rehabilitation of patients, with cardiovascular or pulmonary complication, stressing current procedures, functional assessment and interpretation of data. Laboratory skills learned include basic testing and patient monitoring. (\$35 lab fee)

407 Advanced Management for Allied Health Supervisors (3)

Development of managerial skills: planning, leading, organizing with emphasis on decision-making, communication, long range planning and fiscal responsibility. Opportunity to intern in health care facility with management personnel.

408 Research (Special Studies) (3)

An orientation to important current research, use of statistical techniques, and characteristics of written reports. Emphasis on specialization of researcher available to supervise student.

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.

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, cultural and social change, social institutions, stratification of society, demography, minorities and urban life.

246 Marriage and the Family (3)

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

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. Same as PSY 370.

372 Social Stratification (3)

Theories of social class; wealth, power and prestige as class correlates; 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 function of religion and the process of secularization. Same as REL 465.

487 Seminar (3)

Intensive exploration of a particular topic relevant to sociology.

SPANISH

Requirements for a Spanish major are 30 credits distributed in the discipline, including 18 credits in the upper division. Students planning to teach add Spanish 476. A minimum grade of C is required in all Spanish courses and a departmental examination is required for graduation.

The Spanish program offers two minors:

- a) a regular minor with a minimum of 21 credit hours in Spanish
- b) a minor created to serve non-native students who want exposure to the Spanish language and culture. The new minor will require 24 credits distributed as follows:

12 credits from the following courses determined by student proficiency (101-102; 203-204; 250-251; 301)

6 credits in culture courses taught in English (SPA 370-371)

6 credits in Hispanic literature courses taught in English (SPA 301-302)

Spanish literature taught in English is not applicable toward the Spanish major or the regular minor in Spanish. All other courses are applicable toward the Spanish major.

The Spanish program, besides enabling students to acquire proficiency in the four basic skills—listening, speaking, reading and writing—provides for a deeper understanding of the Hispanic culture. These objectives aim to prepare the student in the area of teaching and to utilize his skills with work related to translating and interpreting, diplomatic service, overseas business and industry, social welfare, law, nursing, allied health professions, etc.

Students are highly encouraged to supplement their course work by study abroad. They may earn up to nine credits in Spain or another recommended Spanish-speaking country. Approval of the Dean of the School of Arts and Sciences is required.

All non-native students are placed according to their level of proficiency as determined by placement tests administered at the beginning of the semester.

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 Conversation and Composition (3) (3)

Diction and fluency in the language, prepared extemporaneous dialogues and reports on current topics; practice in writing Spanish with accuracy; systematic review of the grammatical principles of the Spanish language; study and practice of Spanish pronunciation with exercises in diction. Laboratory hours required. Prerequisite: SPA 204 or equivalent. 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.

301 Spanish Authors (3)

Study of selected Spanish authors in translation. The course is not applicable toward a major in Spanish.

302 Hispanic-American Authors (3)

Study of selected Hispanic-American authors in translation. The course is not applicable toward a major in Spanish.

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

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

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

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

317 Commercial Spanish (3)

Introduction to the use of the Spanish language as a tool for international trade. Emphasis placed on commercial terminology, documentation and correspondence. Areas such as advertising, foreign trade, transportation, banking and finance will also be investigated in this course.

325 Translation Skills (3)

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

350 Advanced Oral Practice (3)

Development of skills to facilitate spontaneity of expression. Prepared and extemporaneous dialogues, reports, skits on real life situations, literary selections to acquaint the student with the Hispanic culture; other miscellaneous projects. For non-native speakers. Prerequisite SPA 251 or equivalent.

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 Language Structure (3)

Review of essential grammatical rules, accents, spelling, regular and irregular verbs. Primarily for native speakers or non-native speakers fluent in the language.

381 Advanced Language Structure and Composition (3)

Study of the structure of the Spanish language; techniques of composition. Primarily for native speakers or non-native speakers fluent in the language.

431 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 Twentieth Century 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 Modern Languages 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. Same as COM 104

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 careers 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 Orchesis 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 105, 106, 155, 156, 185, 186, 391, 392, 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 Descriptions — 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. Mime; improvisation and basic scene study, stage combat and play analysis; 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 voice and movement, dialects and creative dramatics.

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.

459 Independent Study (3-6)

Master of Arts English

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 or university.
- Appropriate undergraduate/graduate hours in English.
- Undergraduate grade point 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 University. 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.

Course 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)

Selected readings from major writers of American literature.

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)

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)

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 Belows.

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 Seventeenth Century Studies (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 Science Clinical Psychology

Stephen Koncsol, Ph.D., Chairperson

The Master of Science in Clinical Psychology was first offered in fall 1982. The program responds to the increased need for mental health services and prepares candidates for licensing in the category of Mental Health Counselor as well as for a variety of other careers.

ADMISSION PREREQUISITES

- Bachelor's degree (B.S. or B.A.) from a regionally accredited college, with at least a 3.0 grade average (B), as indicated by transcripts.
- a minimum of 12 semester hours in psychology (graduate or undergraduate).
- a satisfactory score on the GREs (aptitude test).
- three letters of recommendation in support of the student's competence to pursue graduate study.

TRANSFER OF CREDIT

A maximum of 30 graduate semester hours in psychology may be transferred from another regionally accredited college or university; such course work must be relevant to the degree, at B level or better; the last 30 hours must be taken at Barry.

GRADUATION REQUIREMENTS

60 semester hours with a minimum grade point average of 3.0 (B) with no more than two Cs.

The graduate research seminar (PSY 650) and practicum (PSY 665) are both required prior to graduation with a minimum grade of 3.0 (B) in both.

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree before beginning the last fifteen semester hours of graduate work. Requirements for candidacy are: completion of 45 credit hours of graduate study with a scholastic average of at least B; recommendation by the faculty, and approval of the Dean of the University.

TIME LIMITATION

A student will be allowed no more than a seven-year maximum to complete the program.

ADVISEMENT

Advisement of all students pursuing graduate courses in psychology originates at the office of the Department Chairperson.

REQUIRED COURSES (48 semester hours)

PSY 590	3 s.h.	Physiological Psychology
PSY 595	3 s.h.	Substance Abuse I
PSY 596	3 s.h.	Psychotherapy Techniques
PSY 601	3 s.h.	Introduction to Clinical Methods
PSY 602	3 s.h.	Clinical Psychopathology
PSY 605	3 s.h.	Behavioral Statistics
PSY 610	3 s.h.	Clinical Assessment I — Intelligence Testing
PSY 611	3 s.h.	Clinical Assessment II — Projective Techniques (Prerequisite, PSY 610)
PSY 615	3 s.h.	Clinical Ethics
PSY 616	3 s.h.	Experimental Design (Prerequisite, PSY 605)
PSY 623	3 s.h.	Psychopharmacology (Prerequisite, PSY 590)
PSY 650	3 s.h.	Clinical Research (Prerequisites, PSY 605, PSY 616)
PSY 665	12 s.h.	Clinical Practice (Prerequisite, completion of all course work; 48 s.h.)

REQUIRED ELECTIVES (6 semester hours)

PSY 620	3 s.h.	Behavioral Techniques (Prerequisite, PSY 596)
PSY 624	3 s.h.	Substance Abuse II (Prerequisite, PSY 595)
PSY 632	3 s.h.	Child and Adolescent Psychotherapy

PSY 633	3 s.h.	Psychoanalytic Psychotherapies
PSY 635	3 s.h.	Group Therapy
PSY 638	3 s.h.	Disturbed Families

ELECTIVES (6 semester hours)

PSY 585	3 s.h.	Seminar in Developmental Psychology
PSY 598	3 s.h.	Advanced Topic Seminar
PSY 625	3 s.h.	Advanced Personality
PSY 626	3 s.h.	Advanced Industrial Psychology

Course Descriptions — Psychology Prefix: PSY

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

585 Seminar in Developmental Psychology (3)

Advanced topics and issues within the area of lifespan development.

590 Physiological Psychology (3)

Review of neuroanatomy, physiological processes, and psychopharmacology. Same as PSY 490.

595 Substance Abuse I (3)

Understanding of habituating and addicting drugs including alcohol and their effects upon society.

596 Techniques of Therapy (3)

Theories and techniques of individual psychotherapy, behavior modification and group approaches. Same as PSY 496.

598 Advanced Topic Seminar (3)

Detailed presentation and discussion of topical issues within the field of clinical psychology.

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

601 Introduction to Clinical Methods (3)

History of the field of clinical psychology. The ethics and application of clinical methods and procedures in private and public domains.

602 Clinical Psychopathology (3)

Detailed description and analysis of the DSM-III with an intensive exploration of case history materials. Diagnostic and therapeutic issues will be considered.

605 Behavioral Statistics (3)

Review of basic statistics and an introduction to multivariate and nonparametric techniques.

610 Clinical Assessment I — Intelligence Testing (3)

Rationale and application of individual assessment techniques including: WAIS-R, WISC-R, and Stanford-Binet.

611 Clinical Assessment II — Projective Techniques (3)

Administration, scoring, and interpretation of projective instruments such as TAT, CAT, Sentence Completion etc. Prerequisite: PSY 610.

615 Clinical Ethics (3)

Consideration of issues of confidentiality, competence, interprofessional relations, and other ethical questions in research and applied settings.

616 Experimental Design (3)

Design and implementation of psychological research with emphasis on clinical topics.
Prerequisite: PSY 605.

620 Behavioral Techniques (3)

Rationale and application of contemporary behavioral therapy modalities.

623 Psychopharmacology (3)

Study of chemical bases and physiological effects of psychopharmacological agents.
Prerequisite: PSY 590.

624 Substance Abuse II (3)

Familiarization with the currently available inpatient and outpatient approaches to treatment of substance abusers. Prerequisite: PSY 595.

625 Advanced Personality (3)

Consideration of contemporary theory and research in the area of personality.

626 Advanced Industrial Psychology (3)

Application of psychological principles in the work environment.

632 Child and Adolescent Psychotherapy (3)

Treatment modalities used in dealing with behavioral aberrations in children and adolescents.

633 Psychoanalytic Psychotherapies (3)

Consideration of classical psychoanalytic and neo-Freudian treatment procedures.

635 Group Therapy (3)

Theory and application of group processes with normal and abnormal populations.

638 Disturbed Families (3)

Study of pathological dynamics and their behavioral manifestations within the family structure.

650 Clinical Research (3)

Supervised, independent research project. Prerequisite: PSY 616.

665 Clinical Practice (12)

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills will be practiced. Prerequisite: completion of all course work, 48 s.h.

Master of Arts Religious Studies

Master of Arts Pastoral Ministry for Hispanics

Master of Arts Jewish Studies

Sister Gertrude Anne Otis, C.S.C., 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 program in Jewish Studies began in September of 1982. It was designed for those who wish to deepen their knowledge concerning the Jewish tradition and culture and for teaching personnel employed by educational agencies who desire to matriculate for a higher degree. The faculty reflect a cross-section of academic Judaism. It is composed of eminent scholars in their respective fields and distinguished Rabbis from all branches of Judaism.

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 University 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 University 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 (42 credit hours for the M.A. in Pastoral Ministry for Hispanics) 2) present a satisfactory research paper according to an acceptable style sheet, 3) pass an oral comprehensive. Moreover, an internship is 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 degrees in Religious Studies, Jewish Studies, or Pastoral Ministry for Hispanics 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 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

509 Lay Ministry I (3)

Overview of the Christian journey with reference to anthropological foundations, vocation, covenants, ecclesiology and eschatology.

510 Lay Ministry II (3)

Focus on response to the call to proclaim the Good News with special emphasis on the development of ministerial skills and practical issues of ministry.

592 Workshop (1-3)

602 Pastoral Ministry in the American Church (3)

Ministry of the Church in the light of the Second Vatican Council developing non-ordained ministries; progress of the American Church in pastoral renewal; awareness of the contemporary mission of the Church in relation to the world.

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 Synoptic Gospels (3)

Influences contributing to the crystalization 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 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 counseling.

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.

COURSE OF STUDY FOR M.A. IN JEWISH STUDIES

6 credit hours are required in each of the five areas:

- I. Bible —
 - RJS 601 Introduction to the Bible, Ancient Israel (3)
 - RJS 602 Selected Portions of the Bible (3)
- II. Contemporary Jewish Life —
 - RJS 611 Strategies of Survival (3)
 - RJS 612 The American Jewish Community (3)
 - RJS 613 Modern Hebrew Literature (3)
 - RJS 614 Modern Hebrew Fiction (3)
- III. Jewish History —
 - RJS 621 History of Judaism (3)
 - RJS 622 Modern Jewish Nationalism (3)
 - RJS 623 The Holocaust (3)
- IV. Modern Jewish Thought —
 - RJS 631 Contemporary Judaism: Modern Jewish Thought (3)
 - RJS 632 Jewish Mysticism (3)
- V. Rabbinic Literature —
 - RJS 641 The World of the Talmud (3)
 - RJS 642 The Ethics of the Fathers (3)

Course Descriptions — Jewish Studies Prefix: RSJ

601 Introduction to the Bible, Ancient Israel (3)

Study of Hebrew Scriptures (in translation) in their literary, historical and religious dimensions.

602 Selected Portions of the Bible (3)

Wisdom literature i.e., proverbs, ecclesiastes, Isaiah, etc.

611 Strategies of Survival (3)

Jewish society and politics in the 20th century.

612 American Jewish Community (3)

History, structure and dilemmas.

613 Modern Hebrew Literature (3)

Survey of the history of Hebrew literature from the end of the 18th century to the present with assignments of selected readings in translation.

614 Modern Hebrew Fiction (3)

Readings from the major prose writers such as Peretz, Hazaz, Agnon, Shenberg, Amos Oz, etc.

621 History of Judaism (3)

Systematic survey of the development of Judaism as the evolving religious civilization of the Jewish people.

622 Modern Jewish Nationalism (3)

Rise and course of the Zionist movement with emphasis upon the cultural and geopolitical aspects from the pre-Herzlian writers to the State of Israel.

623 Holocaust (3)

Genesis and implementation of the planned destruction of European Jewry from 1933-1945 and Jewish experiences in each country involved in this period.

631 Modern Jewish Thought (3)

Analysis of the thought of contemporary Jewish philosophers; Hermann Cohen, Franz Rosenzweig, Martin Buber, Leo Baeck, Mordecai Kaplan, Abraham Heschel, Richard Rubenstein.

632 Jewish Mysticism (3)

Theological and literary texts covering the broad range of Jewish mystical experience, with discussion of analogous developments in other religious traditions.

641 World of the Talmud (3)

General introduction to the Talmud, its history and development and actual study of selected texts.

642 Ethics of the Fathers (3)

Mishna — Rabbinic literature containing the aphorisms and ethical verities of the classic Jewish tradition.

**COURSE OF STUDY FOR M.A. IN
PASTORAL MINISTRY FOR HISPANICS**

Required Courses (21 credits)

- | | |
|-------------|--|
| RSP 461/561 | The Bible: Its Liberating Message (3cr)
Same as REL 603 |
| RSP 462/562 | Jesus Liberator & His Community of Faith (3 cr)
Same as REL 605 |
| RSP 463/563 | The Sacraments & Liturgical Creativity (3 cr)
Same as REL 614 |
| RSP 464/564 | History of the Church in USA (3 cr)
Same as REL 609 |
| RSP 465/565 | Anthropology & Spirituality of the Hispanic People
(3 cr) Same as REL 604 |

- RSP 466/566 Pastoral Principles for Hispanic Ministry (3 cr)
Same as REL 624
- RSP 467/567 Ethical Principles & Social Doctrine (3 cr)
Same as REL 610

Required Skills Workshops (6 credits)

- RSP 421/521 Pastoral Planning & Evaluation (3 cr)
- RSP 422/522 Team Work & Team Decision (3 cr)

Elective Courses (6 credits)

- RSP 431/531 Evangelization & Hispanic Culture (2 cr)
- RSP 432/532 Basic Ecclesial Community (2 cr)
- RSP 433/533 Theology of Ministries (2 cr)
- RSP 434/534 Hispanic Catechesis (2 cr)
- RSP 435/535 Hispanic Youth Ministry (2 cr)
- RSP 436/536 Youth Ministry for Adult Advisors (2 cr)
- RSP 437/537 From Medellin to Puebla (2 cr)
- RSP 438/538 Cuban Music & Liturgy (2 cr)
- RSP 439/539 Religion & Sociology (2 cr)
- RSP 440/540 Contemporary Spirituality (2 cr)
- RSP 570 Directed Research (6 cr)

Elective Skills Workshops (4 credits)

- RSP 423/523 Psychological Growth & Faith Development (2 cr)
- RSP 424/524 Techniques of Communication (2 cr)
- RSP 425/525 Consciousness-Raising Dynamics (2 cr)
- RSP 426/526 Faith Dynamics (2 cr)

Course Descriptions — South East Pastoral Institute Prefix: RSP

301 Immersion in Spanish Language and Culture (6)
Inmersión en la Lengua y Cultura Hispana

Necessary skills to communicate in Spanish using the psychogenerative methodology; knowledge of the Hispanic culture in daily life situations and in its pastoral dimensions. Living experiences and cultural events are an integral part of this course.

421/521 Pastoral Planning and Evaluation (3)
Planificación y Evaluación Pastoral

Guidelines and skills toward designing and implementing a pastoral plan; emphasis on coordination, delegation of authority and on-going evaluation in joint pastoral planning.

422/522 Team Work and Team Decision (3)
Trabajo y Decisión en Equipo

Nature and development of groups; elements of group dynamics; types of leadership, defense mechanisms, techniques for group decision-making.

423/523 Psychological Growth and Faith Development (2)
Desarrollo Psicológico Personal y de la Fe

Structure of personality as a channel of faith; personal wholeness, psychological growth, and the conditioning by family, history and culture as this affects pastoral action.

424/524 Techniques of Communication (2)
Técnicas de Comunicación

Skills in human interaction and language; levels and instruments of interpersonal and inter-cultural communication, and ways of facilitating or blocking it; concrete applications to communication in the family, community of faith and pastoral work.

425/525 Consciousness-Raising Dynamics (2)
Dinámicas de Concientización

Modes of developing consciousness; phenomenological aspects and methods of perception of reality within a pedagogy of action; analysis of propaganda, language, symbols and actions.

426/526 Faith Dynamics (2)
Dinámicas de Fe

Process of faith; stages in faith development; faith experiences in relation to the person, family and community, fundamental values clarifications; revision of life; communal prayer.

431/531 Evangelization and Hispanic Culture (2)
Evangelización y Cultura Hispana

Scriptural bases of the evangelizing mission of the Church and its historical development. Relationship of Gospel and culture, and the faith expressions found in Hispanic spirituality. Special emphasis on the guidelines for evangelization of U.S. Hispanics.

432/532 Basic Ecclesial Community (2)
Comunidad Eclesial Básico

Role of the basic ecclesial community in relation to the ecclesiology of Vatican II. Process and development of these small communities and their relationship to apostolic movements; their missionary and ministerial aspects. An active participatory methodology is an essential element of the course.

433/533 Theology of Ministries (2)
Teología de los Ministerios

Appropriate ecclesiological model according to recent Church documents; its implications for the diversification of ministries toward a Church of participation and communion; theological guidelines for ministry; reasons for the development of new ministries and models for restructuring of ministry.

434/534 Hispanic Catechesis (2)
Catequesis Hispana

Catechesis as the process of Christian growth toward conversion and liberation; the person's existential and cultural situation interpreted in the light of the Gospel; the role of catechesis in promoting and strengthening evangelical values inherent in Hispanic culture; catechetical methodologies.

435/535 Hispanic Youth Ministry (2)
Pastoral Juvenil Hispana

Basic principles and models of youth ministry; elements of group dynamics, leadership development, techniques for planning and evaluation; guidelines for education in faith including two days of spiritual experience of retreat; an active methodology requiring much participation.

436/536 Youth Ministry for Adult Advisors (2)
Pastoral Juvenil para Asesores Adultos

Youth groups and the role of the adult advisor in the various stages; interior dynamics of spiritual exercises for youth; study of the process of conversion; essential elements of formation; dynamics to create commitment.

437/537 From Medellín to Puebla (2)
De Medellín a Puebla

Process and reality of the Church in Latin America; analysis of episcopal documents from 1968 to 1978, highlighting the implementation of the ecclesiology, christology and pastoral vision of Medellín up to the Puebla Conference.

438/538 Cuban Music and Liturgy (2)
Música y Liturgia Cubana

Theological reflection on the history, faith and cultural values of the Cuban people; analysis of

Cuban musical forms and rhythms; incorporation of these into creating new community liturgical expressions.

439/539 Religion and Sociology (2)
Religion y Sociología

Sociological study of religion in the world today; faith and secularism; sociology of change; possibilities of a socio-political option in the light of the Gospel; socio-religious problems arising from cultural pluralism.

440/540 Contemporary Spirituality (2)
Espiritualidad Contemporánea

Contemporary trends in spirituality; ecclesial renewal and its influence in new forms of communal and personal prayer and holiness; Jesus seen as the integrating force in a person's individual and communal conversion.

461/561 The Bible: Its Liberating Message (3)
La Biblia: Su Mensaje Liberador

Revelation of God in the liberating experience of the People of Israel (Old Testament), in the experience of the historical Jesus and the Risen Christ, expressed in the primitive Christian community (New Testament) and developed in the ecclesial community. Interpretation of this experience within the framework of human existence. (same as REL 603)

462/562 Jesus Liberator and His Community of Faith (3)
Jesus Liberador y Su Comunidad de Fe

Study of the person of Jesus and his faith community to discover the concrete implications of the following of Jesus today, including an analysis of the lived experience of faith of the Cuban people. (Same as REL 605)

463/563 The Sacraments and Liturgical Creativity (3)
Los Sacramentos y la Creatividad Litúrgica

Sacramental theology and its liturgical implications; special emphasis on liturgical creativity of the sacraments of initiation within the present norms of the church. (Same as REL 614)

464/564 History of the Church in USA (3)
Historia de la Iglesia en Estados Unidos

Roman Catholicism in USA from its Hispanic roots and indigenous reception; development of evangelization in the southeast; Puritan and non-Catholic traditions influencing its Anglo-Saxon roots; development of Hispanic consciousness and ministry within a growing cultural pluralism in the Church. (Same as REL 609)

465/565 Anthropology and Spirituality of the Hispanic People (3)
Antropología y Religiosidad Popular del Pueblo Hispano

Anthropological study of the human response to the Word of God within the cultural framework; characteristics and peculiarities of the Hispanic people in their history, their socio-economic and religious experiences within the dominant culture; their faith response in traditions, customs and religious symbols. (Same as REL 604)

466/566 Pastoral Principles for Hispanic Ministry (3)
Principios de Pastoral Hispana

Contemporary problems and methodologies of pastoral theology, and its applications in the religious and sociological context of the local Hispanic situation. (Same as REL 624)

467/567 Ethical Principles and Social Doctrine (3)
Principios Morales y Sociales de la Iglesia

Concept of the person from a moral theological viewpoint; relationship of law and love in the light of Gospel; basic sources of morality; fundamental documents of the Church's social doctrine before and since Vatican II, including Latin American Church documents. (Same as REL 610)

487/587 Seminar (2-3)
Seminario

Selected topics as determined by special needs and/or interests of students in collaboration with faculty member and approval of the Director.

570 Directed Research (6)

School of Business

Ray S. House, Ph.D., Dean
Sister Judith Shield, O.P., M.A.
Associate 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 embody justice and equity in their decisions and actions.

UNDERGRADUATE

Requirements for Graduation

- (1) Completion of graduation requirements for undergraduates listed on page 37.
- (2) Completion of the core business curriculum and the required courses for one of the School of Business areas of specialization with a grade of C or better in each course. Students in the School of Business do not select a minor since they complete the business core curriculum. Of a total (minimum) of 120 credits, 60 will equal the core plus the major and 60 will equal the distribution requirements of the University and electives not in the area of business. (Accounting=63)

- (3) Accounting majors applying for the CPA Exam in Florida after August 1, 1983 must have at least 30 credit hours in addition to those required for the baccalaureate degree. These credits will be earned in the graduate division of the School of Business.
- (4) The Computer Science major does not require the Business Core Curriculum.

THE CORE CURRICULUM

** Mathematics	108	Pre-Calculus	(3)
(MAT)	152	Probability & Statistics	(3)
Accounting	200	Principles I	(3)
(ACC)	203	Principles II	(3)
Economics	201	Principles I	(3)
(ECO)	202	Principles II	(3)
Business	181	Concepts of Bus. Behavior	(3)
(BUS)	339	Business Law I	(3)
	340	Business Law II	(3)
	371	Social & Ethical Issues in Bus.	(3)
	499	Business Policy Seminar	(3)
Management	305	Concepts & Applications	(3)
(MGT)	326	Quant. Analysis for Dec.-Making	(3)
Finance	419	Financial Management	(3)
(FIN)			
Marketing	306	Concepts & Applications	(3)
(MKT)			
Computer	180	Introduction to Computers	(3)
(CDP)			
TOTAL			48

**These courses fulfill the 6 semester hours of natural science distribution requirements for graduation.

MAJOR FIELDS:

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

2. Economics/Finance:				
ECO 316	— Banking & Fiscal Pol.	3	ECO 430 — Current Economic Issues	3
ECO 351	— Comparative Economics	3	FIN 454 — Investments	3
MGT 352	— Labor & Human Resources	3	ECO 466 — International Bus. & Finance	3
			Total	18
3. Management:				
MGT 352	— Labor & Human Resources	3	MGT 409 — Organizational Comm. & Behavior	3
MGT 361	— Managerial Cost Accounting	3	MGT 425 — Operations Mgmt.	3
MGT 400	— Mgmt. Inf. Sys.	3	ECO 466 — Internl. Bus. & Finance	3
			Total	18
4. Marketing:				
MKT 381	— Mktg. Research	3	MKT 384 — Retailing	3
MKT 382	— Advertising	3	MKT 402 — Marketing Mgmt. Prob.	3
MKT 383	— Sales Mgmt.	3	MKT 466 — Intl. Bus. & Finance	3
			Total	18

MINOR IN BUSINESS (21 credits)

Corequisites: Math. 152; CDP 180

BUS	181	Concepts of Business Behavior	3	
ACC	200	Principles of Accounting I	3	
ECO	201	Principles of Economics I	3	
ECO	202	Principles of Economics II	3	
MGT	305	Management Concepts & Applications	3	
MKT	306	Marketing Concepts & Applications	3	
Choice of one elective from BUS. 339, 371, MGT 409 or MKT 384.			3	
			Total	21

COMPUTER SCIENCE

The degree in Computer Science will open new career opportunities utilizing computers in the world of business. The program is designed for students who wish to combine knowledge of business with an application approach to computers. It is an opportunity for hands-on operations while learning computer functions, languages and programming.

The program is flexible and may be applicable to Mathematics, Science, Social Science and Nursing majors.

Minimum requirements for the Computer Science major are 30 semester hours of CDP courses at the 300 level and above.

*CDP	180	Intro. to Computers	3
*CDP	204	BASIC Programming	3
CDP	301	COBOL Programming	3
CDP	302	FORTRAN Programming	3
CDP	305	PL/I (Programming Language I)	3
CDP	310	Computer Processing Statistical Data	3
CDP	325	Advanced COBOL	3

CDP	350	Advanced FORTRAN	3
CDP	380	Assembly Language Programming	3
CDP	400	Information Systems Analysis	3
CDP	428	Computer Graphics	3
CDP	433	Data Base Management Systems	3
CDP	438	PASCAL Programming	3
CDP	440	Telecommunications	3
CDP	488	Operations Research	3

The required prerequisite courses for those desiring to take CDP courses with a management emphasis are as follows: ACC 200, ECO 201, MGT 305, MGT 326.

A minor in Computer Science requires 18 credits.

* Required lower level courses.

Course Descriptions — Accounting Prefix: ACC

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.

203 Principles of Accounting II (3)

Continuation of 200. Partnerships, corporations, financial statements, the elements of costs, cost systems, budgeting, management reports and special analyses, statement of changes in financial position, and financial statement analysis. Prerequisite: ACC 200.

335 Intermediate Accounting I (3)

Advanced theory and accounting techniques for the recording and reporting of financial transactions; income determination; valuation problems in assets and equity accounting and price level impact. Prerequisite: ACC 203.

336 Intermediate Accounting II (3)

Income determination and valuation problems in asset and equity accounting; analysis and interpretation of accounting data; funds statements; statements from incomplete records; interim reports; segment reporting; analysis of financial statements and accounting changes. Prerequisite: ACC 335.

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: ACC 200, 203.

362 Federal Income Tax (3)

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

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: ACC 335, 336.

437 Auditing (3)

Basic auditing standards and procedures as applied to both internal and public auditing, professional ethics, audit programs, working papers, legal responsibility, auditing computerized systems, completing the audit and reports. Prerequisites: ACC 335, 336.

Course Descriptions — Business Prefix: BUS

102 Personal Typewriting (3)

Mastery of the keyboard and basic skills with speed development appropriate for personal use in preparing business letters, term papers, etc. Recommended for Computer Science majors.

181 Concepts of Business Behavior (3)

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

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.

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.

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.

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.

443 Internship (3-6)

Contractual agreement between the student and the School of Business to pursue on-the-job experience. A student portfolio of performance as well as an evaluation performed by the cooperating firm must be submitted to the coordinator of Advising. Prerequisites: Junior standing, recommendation by faculty member, approval of the Dean.

259, 359, 459 Independent Study (3)

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

499 Business Policy Seminar (3)

Integrative course which views business from the standpoint of top management decision-making. Prerequisite: Senior standing.

Course Descriptions — Computer Data Processing Prefix: CDP

180 Introduction to Computers (3)

Introduction to concepts of algorithms, computers and programming. Hands-on computer experience in BASIC. Limited programming skills developed. Development of an appreciation of analysis and programming that can be performed by the computer. Co-requisite: MAT 108. (\$35 fee)

204 BASIC Programming (3)

Emphasis on process techniques, array manipulations and string manipulations. BASIC program structuring. Prerequisite: CDP 180. (\$35 fee)

301 COBOL Programming (3)

Introduction to a business programming and data processing method. Development of skills in COBOL language, data manipulation, input/output techniques. Student implementation of on-line environment, systems analysis and modular programming. Prerequisites: MAT 108 and CDP 204 or permission from instructor. (\$35 fee)

302 FORTRAN Programming (3)

Students learn FORTRAN IV language in the solution of problems. Problem areas include scientific and business applications with emphasis on language use. Included: arrays functions, subroutines, modular programming, debugging techniques, analysis, programming and documentation. Prerequisites: MAT 108 and 152, CDP 204 or permission from instructor. (\$35 fee)

305 Programming Language I (3)

Concepts of structured programming, file structure; advanced features of BASIC concepts of data; linear lists, strings, arrays, orthogonal lists. Recursion, string and list processing languages. Prerequisites: MAT 152 and CDP 301. (\$35 fee)

310 Computer Processing Statistical Data (3)

Least square analysis, curve fitting, analysis of variance and covariance in computations. Estimating and trend projections using computer produced plots. Prerequisites: MAT 108, 152, CDP 301 or 302. (\$35 fee)

325 Advanced COBOL (3)

Emphasis on multi-program systems applications with macro and micro flow-charting. Array manipulation; applications in the various file processing techniques. Prerequisite: CDP 301. (\$35 fee)

350 Advanced FORTRAN (3)

Techniques in data reduction, modular programming at the systems level; array manipulation. Practical applications in applied programming. Prerequisite: CDP 302. (\$35 fee)

380 Assembly Language Programming (3)

Symbolic coding techniques at the machine language level. Computer architecture, number systems, addressing techniques, and interrupt processing. Student develops an understanding of actual operation of a computer code through hands-on testing. Prerequisites: MAT 108 and 152, CDP 301 or permission of instructor. (\$35 fee)

400 Information Systems Analysis (3)

Exposure to the digital computer and its uses and capabilities as a management tool. Basic introduction to systems analysis and management information systems. Includes planning for systems analysis. Prerequisites: MAT 108 and 152, MGT 305 and 326. (\$35 fee)

428 Computer Graphics (3)

Introduction to graphical data processing. Display parameters. Information retrieval versus document retrieval. Image recording parameters. Transmission of digitized information. Pattern description and recognition. Use of picture models and data structures. Display software. Prerequisites: MAT 108 and 152, CDP 204. (\$35 fee)

433 Data Base Management Systems (3)

Current technology in massive file processing with on-line systems. BDMS versus traditional file processing techniques. Applications on-line computer. Prerequisites: CDP 325 or 355, MGT 305. (\$35 fee)

438 PASCAL Programming (3)

Introduction to microprocessor systems and programming. Research projects in special applications of microprocessors. Prerequisites: MAT 108 and 152, CDP 301 or 302. (\$35 fee)

440 Telecommunications (3)

Techniques and applications in telecommunications. Types of data communications versus line discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisites: CDP 180 and 400. (\$35 fee)

488 Operations Research (3)

Development, structure and functions of operating systems. Demand service models. Development of a real-time operating system. Prerequisites: MAT 108 and 152, CDP 310. (\$35 fee)

Course Descriptions — Economics Prefix: ECO

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. (I is macroeconomics; II is microeconomics)

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: ECO 201, 202.

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: ECO 201-202.

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: ECO 201, 202.

466 International Business and Finance (3)

Overview of international trade and related economic issues, and the challenges of international business and finance for the multi-national manager. Prerequisites: ECO 201, 202; MGT 305; MKT 306 or permission of instructor.

Course Description — Finance Prefix: FIN

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: ACC 200, MGT 305.

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: ACC 200, 203.

Course Descriptions — Management Prefix: MGT

305 Management Concepts and Applications (3)

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: ACC 200, 203 ECO 201, 202.

326 Quantitative Analysis for Decision-Making (3)

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

352 Labor and Human Resources (3)

Labor movement, collective bargaining, labor legislation, settlement of labor disputes productivity, quality of work life and management of human resources. Prerequisites: ECO 201, 202, MGT 305.

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: CDP 180; ACC 200, MGT 326; Senior Standing.

409 Organizational Communication and Behavior (3)

Intensive exploration of the skills and application of effective communication, emphasis on report writing, and oral presentation. Perceptual process of managing conflict; interpersonal communication, group behavior and decision making; problem-solving and applied motivation, job design. Prerequisite: MGT 305.

425 Operations Management (3)

Problems and methods of planning for efficient utilization of capital labor, equipment and materials; sales forecasting, production planning; production scheduling and control, routing, dispatching and expediting; planning and inventory control; costing and capital budgets; application of quantitative techniques in decision making and problem solving. Prerequisites: MGT 305, MKT 306.

Course Descriptions — Marketing Prefix: MKT**306 Marketing Concepts and Applications (3)**

Elements of the marketing function in bringing the organization's goods and services from the producers to the consumer. Prerequisites: ACC 200, 203; ECO 201, 202.

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, MKT 306.

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: MKT 306.

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: MGT 305, MKT 306.

384 Retailing (3)

Retail store management, location, buying, merchandise control, policies, customer relations; pricing, expenses and profits, inventory and layout; administrative problems. Prerequisites: MGT 305; MKT 306.

402 Marketing Management Problems (3)

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

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:

To promote high moral and ethical standards in the business environment. The faculty is distinctive in emphasizing the social/behavioral science approach to management and the interpersonal, human relations philosophy of administration.

To expand the student's management skills both to further the graduate's career development and to provide a basis for improved organizational effectiveness.

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 evidence 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: 601, 602, 603, 604. Full-time = 9 credit hours.

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 University. 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):

MGT	601	Management Theory & Practice	(3)
ECO	602	Managerial Economics	(3)
MKT	603	Marketing Management & Policies	(3)
MGT	604	Legal Environment of Business	(3)
FIN	605	Managerial Finance	(3)
ACC	606	Managerial Accounting	(3)
ACC	614	Federal Taxation I	(3)
MGT	622	Information Systems & Decision-Making	(3)
MGT	699	Administrative Strategy and Policy	(3)

ELECTIVE COURSES (choose 9 credits):

ACC	615	Federal Taxation II	(3)
ACC	623	Consolidated Statements	(3)
ACC	631	Auditing Theory and Practice	(3)
MKT	632	Advanced Marketing	(3)
MGT	633	Managing Human Resources	(3)
MGT	634	Public Administration	(3)
MGT	635	International Business	(3)
MGT	636	Research in Management	(3)

GRADUATE COURSE DESCRIPTIONS:

MGT 601 Management Theory & Practice (3)

Nature and functions of management, emphasizing decision-making, communication, interpersonal and group dynamics, and all things necessary for effective planning, organization, direction and control of business.

ECO 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.

MKT 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.

MGT 604 Legal Environment of Business (3)

Governmental regulation of business; structure of our legal system, labor and employment laws; anti-trust laws and the legal aspects of the management process. Partial review of Business law and forms of business organization.

FIN 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.

ACC 606 Managerial Accounting (3)

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.

ACC 614 Federal Taxation I (3)

Federal Income Tax laws and regulations as they affect individuals and proprietorships.

ACC 615 Federal Taxation II (3)

Federal Income Tax Laws and regulations as they affect partnerships, estates and trusts, and corporations.

MGT 622 Information Systems and Decision-Making (3)

Use of modern management tools and techniques to improve decision-making, topics include systems concepts, models, computers, scientific methodology and behavioral science considerations.

ACC 623 Consolidated Statements (3)

Corporate combinations and the preparation of consolidated working papers and consolidated financial statements.

ACC 631 Auditing Theory and Practice (3)

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.

MKT 632 Advanced Marketing (3)

Investigation and case analysis of significant current problems in marketing strategy. Emphasis on interrelationships of marketing and other business functions.

MGT 633 Managing Human Resources (3)

Exploration of topics related to human resources, including: manpower planning and forecasting, personnel administration policies and practices, management development, labor relations, human asset accounting, etc.

MGT 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.

MGT 635 International Business (3)

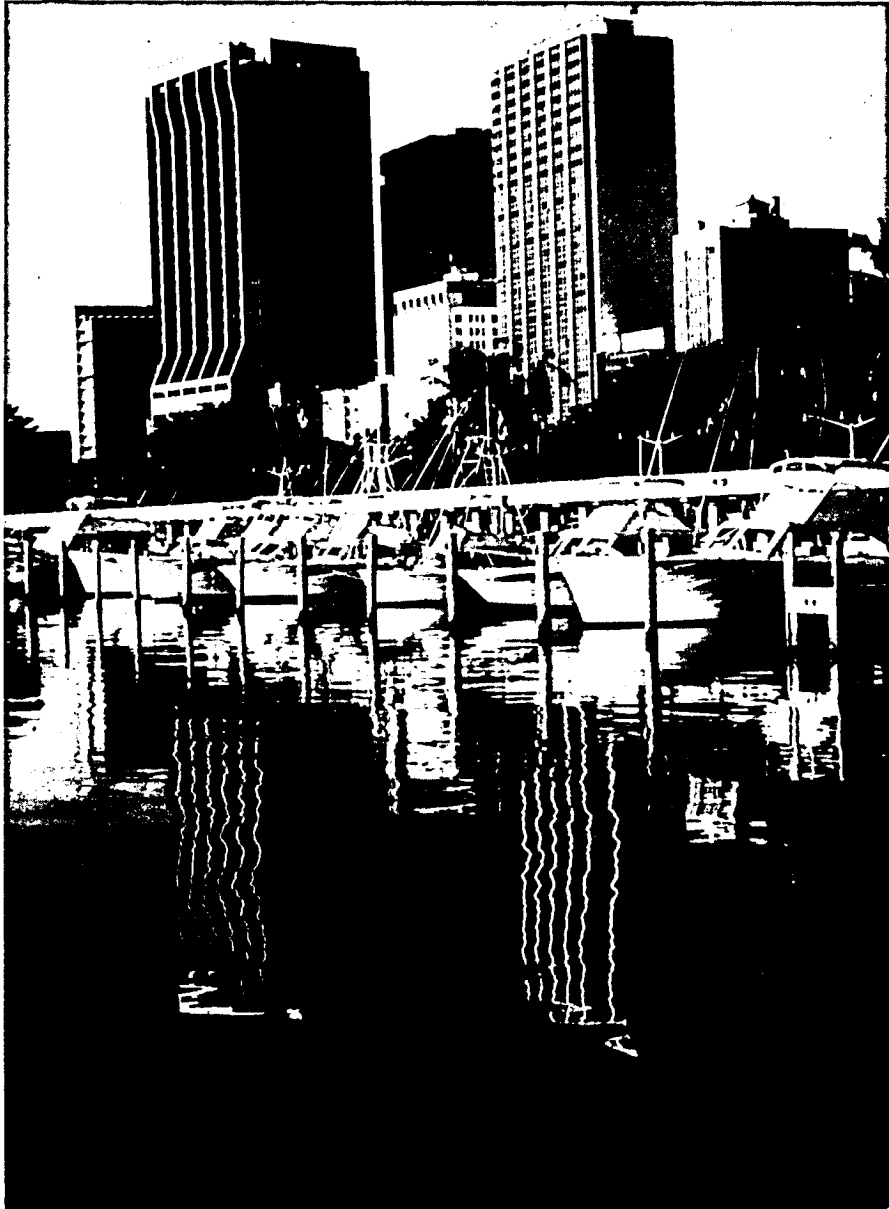
Consideration is given to the multinational enterprise as a participant in world markets. Particular problems and opportunities related to such considerations as socio-economic, legal, etc., will be explored for various regions (Europe, Communist Russia, Eastern Europe, Africa, Middle East, Asia, Latin America, Caribbean). Prerequisites: 603, 605, 606.

MGT 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.

MGT 699 Administrative Strategy and Policy (3)

Integrated approach to strategic planning, problem solving and managerial decision-making process. To be taken at the conclusion or near the end of the required MBA sequence of courses. Prerequisites: 601, 603, 605, 606.



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 (54 cr.) - Education 151, 262, 318, 320, 322, 344, 366, 388, 417, 435, 441, 461, 466, 469, 471, 472, 499. Prerequisites for student teaching: Education 151, 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 (57 cr.) - Education 151, 262, 318, 322, 382, 411, 440, 441, 466, 469, 470, 473, 478, 479, 480, 483, 499. Prerequisites for student teaching: Education 151, 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 151, 318, 442, 463, 468, 499. Prerequisites for student teaching: Education 151, 318, 463, and Special Methods 476.

Course Descriptions — Education Prefix: EDU

151 Introduction to Education (3)

Principles of education with emphasis on school and society, history and philosophy of education. Field experience required.

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.

326 Theories of Administration (3)

Fundamental facts and procedures of Health Care Systems administration; analysis of policies and problems in the organization and direction of Health Care Systems; functions of the various systems officers.

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. Field Experience.

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. Field Experience.

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. Field Experience.

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.

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.

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.

489 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; 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.

499 Directed Student Teaching (9)

Student teaching under the supervision of a fully certified teacher and a University supervisor. Prerequisite: Senior status.



Master of Science Education

The School of Education offers the Master of Science (M.S.) degree in three areas of specialization.

COUNSELING PROGRAMS

Community Counseling*
Guidance and Counseling

READING PROGRAM

*The Community Counseling program does not qualify the graduate for school certification.

The Master of Science degree from Barry University 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 in Guidance and Counseling and Reading are eligible for certification in 30 states without specific course analysis.

GENERAL ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited college or university with appropriate credits in professional education courses (Psychology or related disciplines for Community Counseling) as indicated by transcripts.
- Undergraduate grade point average of 3.00 (B)
- Acceptable score on the Miller Analogies Test.
- Two letters of recommendation for graduate study.

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 University 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 for students in Guidance and Counseling and Reading; a grade point average of 3.00 (B); and a passing grade on a final written comprehensive examination. Students pursuing a master's 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 Educational 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 two 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. THE COUNSELING PROGRAMS (30 s.h.)

Stephen D. Miller, Ph.D., Program Director

The Master of Science in Counseling at Barry University offers two specializations:

Community Counseling
Guidance and Counseling

The community counseling division prepares students for careers as professional counselors in community agencies, mental health centers, rehabilitation programs, community and four year colleges, business, and industry. This program is not designed to meet teacher certification requirements.

The guidance and counseling division prepares students for careers as school counselors at the elementary and secondary levels. This program is approved by the Florida Department of Education for Florida school counselor certification.

COURSE OFFERINGS

Required counseling core and basic courses for both community counseling and guidance and counseling:

EDU 591 Group Dynamics
EDU 601 Methodology of Educational Research
EDU 617 Evaluation I
EDU 652 Individual Counseling Procedures
EDU 658 Group Counseling Procedures
EDU 694 Counseling Practicum

REQUIRED FOR COMMUNITY COUNSELING

EDU 680 Family Therapy
EDU 682 Consultation Procedures

REQUIRED ELECTIVES FOR COMMUNITY COUNSELING (SELECT TWO):

EDU 588 Crisis Intervention
EDU 653 Career Development and Life Work Planning
EDU 657 Advanced Group Dynamics

REQUIRED FOR GUIDANCE AND COUNSELING:

EDU 618 Evaluation II
EDU 625 Advanced Educational Psychology

- EDU 626 Philosophy of School and Society
EDU 653 Career Development and Life Work Planning

ELECTIVES:

A variety of additional courses are available designed to enhance both personal and career development.

II. READING (30 s.h.)

Ann S. 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 READING 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

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.

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.

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.

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.

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: EDU 617 or consent of instructor.

619 Analysis of the Individual (3)

Use of individual ability and achievement tests: Weschsler scales, the Stanford-Binet and the Wide Range Achievement Tests. Prerequisite: EDU 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.

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.

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.

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.



School of Nursing

Sister Judith Ann Balcerski, O.P., Ph.D., 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 baccalaureate nursing curriculum, the School has a Division of Continuing Education which offers a selection of programs for the registered nurse. Continuing Education Credit Units (CEU's) earned for these courses 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 university 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, and
- (2) completion of Algebra II, with a minimum grade of C.

PROGRESSION TO CLINICAL COURSES

Admission to the School of Nursing does not guarantee progression to clinical nursing courses for those who meet the criteria below. 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, NUR 201, which is taken in the sophomore year.

- (1) submission of a formal letter indicating a compatibility of personal goals with the goals of the School and the University;
- (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

Transfer students, including registered nurses, may be accepted for the clinical courses. 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, University and accreditation requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit and successful completion of CLEP or proficiency examinations. The length is also dependent upon whether the RN is part-time or full-time. In most instances a minimum of two years should be anticipated for completion.

Admissions Procedure for R.N. Students:

Individuals seeking admission must meet admissions criteria of the university and of the School of Nursing.

The candidate must complete the following criteria to be admitted to the School of Nursing:

- (1) Submit all college or university 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 information and planning interview with the Academic Advisor for RN students.

Requirements of the program may be met through CLEP, proficiency examinations, transfer (of some courses) or by enrolling in courses at Barry University. RNs are eligible to take the nursing proficiency examinations when they have met the progression criteria (see above) and have completed 7 credits at Barry, 4 of which are in one of the two required Physiology courses.

GRADUATION

The student must meet all University and Nursing Program requirements. In compliance with the University requirement for a senior comprehensive examination, the senior students 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/PSY/ANT	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 and English Composition (9 cr. total)
Electives	FREE electives (7 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; selection of appropriate nursing measures for implementing the plan of care; concepts of stress and adaptation; clinical experience in the University nursing laboratory, nursing home, and a hospital setting. Prerequisite: admission to clinical nursing courses. Corequisites: BIO 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 setting. Prerequisite: NUR 201; Corequisite: BIO 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 setting. Prerequisites: NUR 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: NUR 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 of nursing research. Prerequisite: NUR 378. 2 hours lecture, discussion.

445 Trends and Issues in Nursing (1)

Exploration of current nursing issues, to understand their components, to analyze and relate various aspects, to synthesize possible solutions and to evaluate current directions. Skills will be gained in the oral presentation of a particular point of view, and in questioning others to expose their point of view. Prerequisite: NUR 378. 1 hour seminar.

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: NUR 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 University 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.



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 University established the first graduate social work program in South Florida in 1966. Subsequently, an undergraduate social work program was developed. Both degree programs are 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. A Ph.D.

in Social Work has been approved by the Barry University Board of Trustees. It is anticipated that the first doctoral students will begin their studies in the Fall 1983 semester.

The curriculum provides the opportunity for students to meet the educational qualifications for licensing by the State of Florida as a Clinical Social Worker. Educational requirements can also be met for membership in the National Association of Social Workers' Academy of Certified Social Workers. The curriculum also includes courses that facilitate membership in the American Association of Marriage and Family Therapy.

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 University. 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 University 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, small groups, and communities.

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.
ECO	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 Sociology	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 Adult Behavior	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.

TRANSPORTATION

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 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 Adult Behavior (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 or university. 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 Practices 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 Adult Behavior (2)
SOCIAL WORK RESEARCH	Social Work Research I (2)	Social Work Research II (2)
FIELD INSTRUCTION	Field Instruction I (5)	Field Instruction II (5)
ELECTIVES	(0)	(0)
TOTAL HOURS	(15)	(15)

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 (5)	Field Instruction IV (5)
ELECTIVES	(2)	(8)
TOTAL HOURS	(15)	(15)

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 (5)	Field Instruction IV (5)
ELECTIVES	(2)	(4)
TOTAL HOURS	(15)	(15)

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 University 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 PROGRAMS

The School of Social Work offers a choice of part-time graduate programs. Each program is designed to accommodate persons whose family or work responsibilities interfere with full-time study or the well qualified individual who cannot finance full-time study. The goal of these programs is to educate professional social workers. Thus, all students admitted to a part-time program must have a commitment to the attainment of a Master of Social Work degree, meet the admission standards of the School, and demonstrate high potential for professional education.

Three part-time program plans are available: Daytime Program (Miami campus), Extended Daytime Program (Miami campus), and Evening Program (Miami campus and Rosarian Academy, West Palm Beach).

Both full-time and part-time students follow basically the same sequence of courses. All courses must be taken in proper sequence as described within the particular part-time program. A student who takes a leave of absence may be readmitted only in the semester which will permit proper sequencing of the courses. Part-time students must meet the same specific graduation requirements as full-time students.

Students who enter the evening program at Rosarian Academy in West Palm Beach must plan to attend classes on the Barry University campus in Miami during the final academic year of study.

DAYTIME PROGRAM

In the first academic year, part-time students in the daytime program are expected to take all first year classroom requirements for a total of 10 credits each semester, enrolling in classes with full-time students. Students must be able to attend day classes up to two 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 or may elect to take the field training during the summer months between academic years.

The final academic year of study is expected to be a full-time program of concurrent class and field work for a year of residency. 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.

EXTENDED DAYTIME PROGRAM

The extended day part-time program offers the opportunity to complete all first year classroom requirements over a two-year period. Students must be able to attend day classes up to two days each week. The following diagram illustrates the schedule over two calendar years for meeting first year requirements:

Fall	Spring	Fall	Spring	Summer
3 day classes	2 day classes	2 day classes	3 day classes	Field Instruction

The final academic year of study is expected to be a full-time program of concurrent class and field work for a year of residency. 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.

EVENING PROGRAM

The evening part-time program offers the opportunity to complete all first-year classroom requirements during the evening over a two-year

period. Classes are offered on the Barry University campus and at the Rosarian Academy in West Palm Beach. The following diagram illustrates the schedule over two calendar years for meeting first-year requirements:

Fall	Spring	Summer	Fall	Spring	Summer
2 evening classes	2 evening classes	1 evening class	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 for a year of residency. 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.

ADVANCED STANDING PROGRAM

Students who have received a bachelor's 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. 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 University 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 University School of Social Work Student Government, the Barry University 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 Adult Behavior (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 (2)

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 to 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 1981-1982 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
Family Therapy
Gerontology
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
Sensitivity Lab I & II
Social Deviance
Social Work in Health Care Settings
Supervision
Treatment of Chemical Dependency

Field Instruction (5 credits per 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 in 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 1981-82 students were placed with the following organizations and agencies in Dade, Broward and Palm Beach Counties:

American Red Cross
Area Agency on Aging, Broward County
Bayshore Treatment Center
Bethesda Memorial Hospital, Boynton Beach
Bertha Abess Children's Centers, Inc.
Big Brothers & Big Sisters of Palm Beach County
Broward Alcohol and Drug Program
Broward Correctional Institute
Catholic Service Bureau, Inc.
Cedars of Lebanon Hospital

Center for Family Services
Center for Group Counseling of Boca Raton
The Centre
Children's Home Society of Florida
Children's Psychiatric Centers, Inc. of Dade County
The Chord
Christian Community Services
Community Habilitation Center
Congressman Lehman's Office
County Managers Office of Dade County
Covenant Care 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
 Juvenile Justice Center
 Youth Services Division
Douglas Gardens Community Mental Health Center
Easter Seal
Family Conciliation Unit
Family Counseling Center of West Palm Beach and Boca Raton
Family Service Agency of Broward County
Florida Atlantic University Student Counseling Center
Fort Lauderdale Hospital
Grant Center Hospital
Henderson Clinic of Broward County, Inc.
Highland Park General Hospital
Hollywood Memorial Hospital
Homestead Mental Health
Hospice, Inc.
Hospice of Broward County
Human Resources of Dade County
Human Services of Broward County
Indian River Community Mental Health Center
International Hospital
Jackson Memorial Hospital
Jackson Psychiatric Institute
Jewish Community Centers
Jewish Family & Children's Services
Jewish Home & Hospital for the Aged
Juvenile Court Mental Health Services, Dade County
Lake Hospital of Palm Beach
Lock Towns Community Mental Health Center

Mailman Center for Child Development
Mental Health Association of Dade County
Mental Health Institute of Broward County
Mercy Hospital
Miami Beach Mental Health Center
Montanari Residential Treatment Center
Mount Sinai Hospital
North Miami Community Mental Health Center
Nova University Children's Assessment & Treatment Program
Palm Beach Institute
Parent-Child Study Center of West Palm Beach
Parent Resource Center
Passageways
Planned Parenthood of Palm Beach
Pratt and Whitney Aircraft
Project Intercept
St. George's Day Care Center
St. Luke's Center
Senior Centers of Dade County
South Dade Community Health Center
South Florida State Hospital
South Miami Hospital
United Family & Children's Services
Variety Children's Hospital
Veterans' Administration Hospital
Visiting Nurses' Association
YWCA
Youth & Family Services of Dade County

Center for Computer Education

Robert L. Burke, Ed.D, Director

The Computer Education Center is an interdisciplinary center dedicated to the education of those who will use the computer as a professional tool and to the preparation of those who will educate others in the use of the computer. The initial efforts of the Computer Education Center will be concentrated on inservice teachers, professors and trainers of computer users. Subsequent efforts will include managers of automated offices in various institutional environments, especially business, health, and human services organizations.

The increasing rate of technological progress is making the capability of the computer available at continuously decreasing cost to a consequently larger and larger proportion of the society. The primary factor limiting greater use of computers and the resulting societal benefits is the availability of training opportunities and trained personnel. The scope of the need for computer education is so great that all existing educational institutions must develop the capability to educate their traditional constituency.

The programs of the Computer Education Center are designed to prepare teachers, professors and trainers to educate individuals at all levels, from kindergarten to Ph.D., from clerks to chief executive officers, to use computers in their daily work and interest. The programs of the Center also prepare individuals to author materials for individualized computer delivery or computer-assisted instruction.

Master of Science Degree Educational Specialist Degree in Computer Education

SPECIAL STUDENT STATUS

Applicants may be permitted to take up to three graduate courses in computer education on the basis of a signed application which attests to the completion of a baccalaureate program at a regionally accredited institution of higher education.

DEGREE CANDIDATE STATUS

Acceptance to degree candidate status requires the completion of three graduate courses in computer education at Barry University with a grade point average of 3.0 or higher. Official transcripts of all prior higher education experience must be received directly from the issuing institution. Three letters of recommendation must be received from persons in a position to judge the candidate's aptitude for graduate work in computer education.

TRANSFER CREDITS

A maximum of six semester hours of graduate credit may be transferred toward each graduate degree in computer education earned at Barry University. Credit to be transferred must have been earned at a regionally accredited institution, must have earned a grade of B or higher and must not have been applied toward another degree.

REQUIREMENTS FOR GRADUATION

A minimum of 36 semester credits (including up to 6 transfer credits) must be completed for each graduate degree in computer education received. Six credits must be earned by the completion of either a practicum, internship or thesis.

GRADUATE COURSE DESCRIPTIONS:

REQUIRED COURSES

Each student will complete both required courses unless explicitly excused by an advisor, based upon prior experience.

CED 500 Computer Literacy (3)

Entry level course which provides a conceptual and descriptive introduction to the structure and function of computers. Applications of computers in education as well as other settings are illustrated and demonstrated.

CED 510 Operating Microcomputers (3)

Entry level course which prepares participants to use computers to implement utility software, applications software and selected tool software such as word processors, data base managers and program generators.

LANGUAGE COURSES

With the assistance of an advisor, each student will select one or more of the following language courses.

CED 610 Computer Programming in PILOT (3)

Introductory course in programming which will prepare the student to code instructional courseware in the PILOT language, a powerful, high-level language specialized to CAI applications. Prerequisite: CED 510

CED 621 Computer Programming in BASIC I (3)

Introductory course in programming in the BASIC language taught in a laboratory setting with extensive opportunity for hands-on experience. Prerequisite: CED 510

CED 622 Computer Programming in BASIC II (3)

Advanced course in programming in the BASIC language, with emphasis on individual projects including advanced programming concepts. Prerequisite: CED 621

CED 625 Program Generators (3)

Introductory course intended to enable students to become functional with one or more program generators. Emphasis will be placed on the selection of appropriate applications for program generators and the systematic thinking required for problem-solving. Prerequisite: CED 510

CAI COURSES

Students may elect to take one or more of the following CAI courses.

CED 631 Computer-Assisted Instruction I (3)

Introductory course in CAI with emphasis upon the principles of instructional systems design. Courseware developed will primarily be linear, verbal lessons of simple design to permit maximum emphasis on developmental techniques and validation. Prerequisites: one or more language courses.

CED 632 Computer-Assisted Instruction II (3)

Advanced course in CAI which focuses upon sophisticated branching lesson designs and employs advanced graphics, sound and simulation techniques. Prerequisite: one or more language courses and CED 631

CED 640 Computer-Managed Instruction (3)

Introductory course in the principles and practices of electronically recording academic performance information and using it to control academic events. Prerequisite: one or more of the language courses.

SPECIAL APPLICATIONS COURSES

The techniques acquired in the special applications courses can be applied to CAI, administrative applications and other areas as well.

CED 651 Interactive Intelligent Simulation (3)

Computer simulation is a very powerful tool in a variety of applications from planning to research to teaching. This course provides an opportunity to explore the theoretical framework of simulation, examine a wide variety of applications and master some of the basic techniques of creating computer simulations. Prerequisite: at least one language course.

CED 652 Interactive Intelligent Graphics (3)

Computer graphics can add important new dimensions and power to human communication. Introductory course in computer graphics, overview of developments and skills in the planning, creation, and programming of graphics applications. Prerequisite: at least one language course.

CED 653 Communication and Intelligent Electronics (3)

Powerful communications abilities of microcomputers can open up the world to learners no matter what their physical location. Explores communications technology as it relates to computers and its pedagogical applications. Prerequisite: at least one language course.

ADMINISTRATIVE COURSES

The following administrative courses are appropriate for either administrators or teachers.

CED 660 Managing the Computer Education Environment (3)

Aspects of managing the computer education environment from facilities planning to equipment and software procurement to security.

CED 661 Administrative Applications of Computers (3)

Introduction to the range of computer applications in school administration from simple record-keeping to sophisticated planning techniques.

CED 662 Data Base Management (3)

Introductory user's course which provides a theoretical, conceptual and critical overview of data base design and utilization. Hands-on experience with a representative variety of commercially available data base managers.

CED 663 Word Processing (3)

Introductory course which provides the skills needed to use the microcomputer as a word processor. Emphasis on professional writing and curriculum development applications.

DISCIPLINE COURSES

Each of the following discipline-oriented courses has a similar purpose and structure. Therefore a separate course description is not included for each. In each course, the role of the microcomputer will be examined both as content and as a tool for teaching. All examples will be chosen from the specific discipline and the applications will be

discussed from a discipline-specific viewpoint as well. Additional specialized courses in other disciplines may be added as time goes on.

CED 671 Computer Applications in Business Education (3)

CED 672 Computer Applications in English (3)

CED 673 Computer Applications in Math (3)

CED 674 Computer Applications in Science (3)

CED 675 Computer Applications in Social Studies (3)

CULMINATING EXPERIENCE

Each graduate must complete one of the following. The requirements and expectations are greater at the ED.S. level than at the M.S. level. Open only to degree candidates, at least 24 credits, including one or more language courses, must be completed before the culminating experience can be begun.

CED 710 Practicum (6)

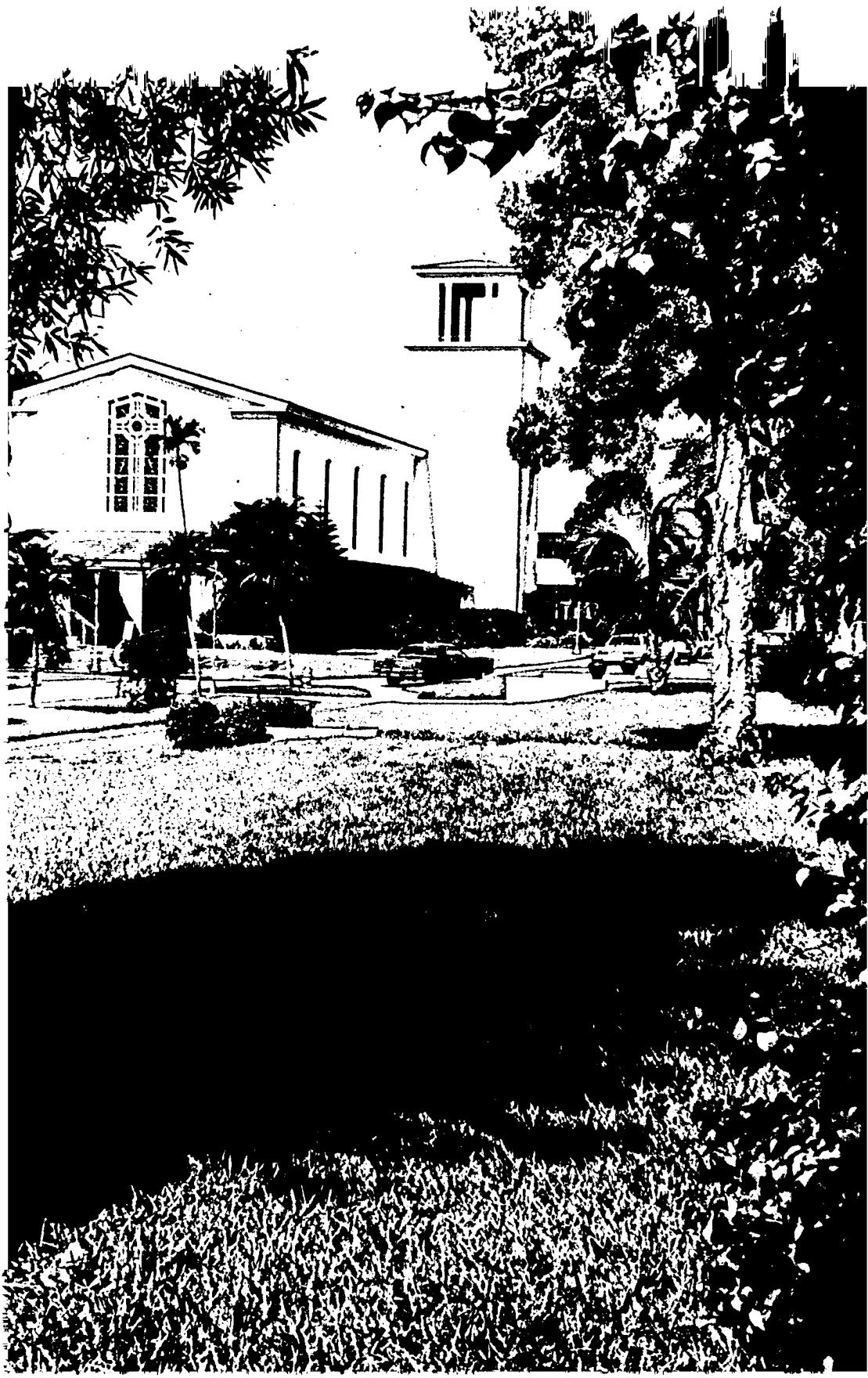
Practicum option requires the creation of a product such as CAI courseware or a simulation. Student must develop the product, field-test and evaluate it, and refine it into publishable form.

CED 720 Internship (6)

In consultation with an advisor, students will select an internship purpose and site. Students are encouraged to actively participate in the identification of an internship opportunity. The internship is measured, in part, as a function of time and at least 160 hours of service must be logged.

CED 730 Thesis (6)

Thesis option is provided for those students who wish to undertake a more theoretical and experimental effort within their degree requirements. A committee will be selected to supervise the progress of the student's effort.



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GEOGRAPHIC DISTRIBUTION

1980-1981 undergraduate students of Barry University came from these areas:

United States:

Alaska	1
California	1
Connecticut	12
Delaware	3
District of Columbia	1
Florida	1,204
Georgia	7
Illinois	11
Indiana	1
Iowa	1
Louisiana	1
Maine	2
Maryland	4
Massachusetts	4
Michigan	6
New Hampshire	1
New Jersey	22
New York	25
North Carolina	2
Ohio	3
Pennsylvania	12
Rhode Island	2
South Carolina	1
Tennessee	2
Texas	2
Virginia	1
West Virginia	1
TOTAL	1,333

U.S. Territories:

Puerto Rico	19
Virgin Islands	3
TOTAL	22

Foreign Countries:

Argentina	1
Aruba	18
Bahamas	20
Barbados	2

Belize	1
Bermuda	1
Brazil	1
Canada	10
Cayman Islands	4
Chile	1
China	1
Colombia	15
Costa Rica	2
Cuba	32
Curacao	2
Dominican Republic	4
Ecuador	6
El Salvador	9
England	6
France	3
Germany	2
Guatemala	3
Haiti	5
Holland	5
Honduras	10
Iran	5
Italy	2
Jamaica	37
Martinique	1
Mexico	5
Netherlands Antilles	7
Nicaragua	8
Nigeria	2
Norway	1
Pakistan	2
Panama	5
Peru	3
Philippines	2
Surinam	1
Thailand	2
Trinidad	14
Turkey	1
Venezuela	21
Vietnam	1
West Indies	2
TOTAL	286

GEOGRAPHIC DISTRIBUTION

1980-1981 graduate students of Barry University came from these areas:

United States:

Connecticut	3
Florida	436
Georgia	1
Indiana	1
Massachusetts	1
Michigan	1
New Jersey	4
New York	2
Ohio	1
Oklahoma	1
Pennsylvania	2
Rhode Island	1
Virginia	2
TOTAL	456

U.S. Territories:

Virgin Islands	1
TOTAL	1

Foreign Countries:

Bahamas	1
Brazil	1
Canada	1
Chile	1
Cuba	1
England	1
Finland	1
Haiti	1
Honduras	1
India	2
Ireland	1
Jamaica	2
Singapore	1
Thailand	1
West Indies	1
TOTAL	17

GRAND TOTAL2,115

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