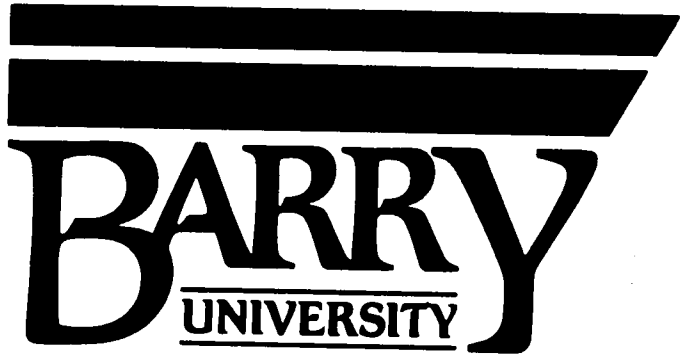


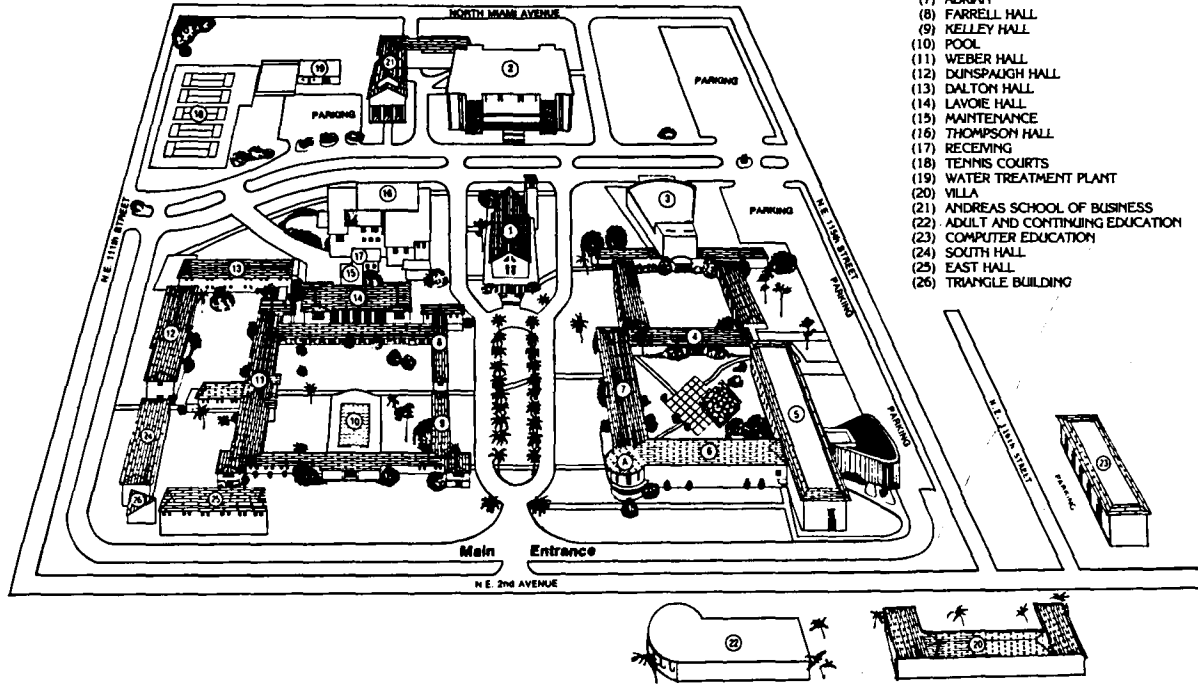
BARRY UNIVERSITY



1986-87

1986-87 CATALOG

BARRY UNIVERSITY CAMPUS MAP



- (A) ADMISSIONS
- (1) CHAPEL
- (2) LIBRARY
- (3) AUDITORIUM
- (4) FINE ARTS
- (5) WIEGAND
- (6) ADRIAN - SCIENCE
- (7) ADRIAN
- (8) FARRELL HALL
- (9) KELLEY HALL
- (10) POOL
- (11) WEBER HALL
- (12) DUNSPAUGH HALL
- (13) DALTON HALL
- (14) LAVOIE HALL
- (15) MAINTENANCE
- (16) THOMPSON HALL
- (17) RECEIVING
- (18) TENNIS COURTS
- (19) WATER TREATMENT PLANT
- (20) VILLA
- (21) ANDREAS SCHOOL OF BUSINESS
- (22) ADULT AND CONTINUING EDUCATION
- (23) COMPUTER EDUCATION
- (24) SOUTH HALL
- (25) EAST HALL
- (26) TRIANGLE BUILDING



1986-87

University Catalog

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

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 MSW program is accredited by the Council on Social Work Education.

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 operations of the University are temporarily suspended as a result of any act of God, strike, riot, disruption, or any other reason beyond its control.

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

Inquiries, applications, and credentials should be addressed to:

Office of Admissions
Barry University
Miami Shores, Florida 33161
(305) 758-3392 Local
(800) 551-0586 In State
(800) 621-3388 Out of State
Telex: 6811310

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Academic Calendar

1986-87

Fall 1986

Wednesday, September 3

Friday, October 17

Thursday-Sunday, Nov. 27-Nov. 30

Friday, December 12

Monday-Friday, December 15-19

Classes Begin

Fall Holiday

Thanksgiving Holiday

Classes End

Final Exams

Spring 1987

Tuesday, January 13

Monday-Friday, March 2-6

Thursday-Sunday, April 16-19

Friday, May 1

Monday-Friday, May 4-8

Friday-May 8

Classes Begin

Spring Break

Easter Holiday

Classes End

Final Exams

Graduation

General Information

MISSION STATEMENT

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.

... recognizes its contribution toward international understanding, world peace, and community self-awareness by providing an international dimension to its student body and educational curricula.

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores, was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 4,200 students, served by well over 500 administrators, faculty members and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

Since Barry first opened its doors in 1940, the faculty and administration have combined efforts to develop high quality academic programs so that needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work. Needs of the local community led Barry to begin graduate programs for men and women in 1954, a Continuing Education Program in 1974, a School of Business in 1976, a School of Computer Science in 1982, a Division of Biological and Biomedical Sciences in 1983, and a School of Podiatric Medicine in the Fall of 1985.

Barry University has had five Adrian Dominican Sisters serve as president since its inception: Mother Gerald Barry, 1940-1961; Mother Genevieve Weber, 1961-63, Sister M. Dorothy Browne, 1963-1974; Sister M. Trinita Flood, 1974-1981; and Sister Jeanne O'Laughlin, 1981 to the present.

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The physical plant includes 18 buildings, spread over 40 of the University's 90-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal south Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

UNIVERSITY LIFE

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 the Administrative Data Center, and the offices of Admissions, Controller, Financial Aid, Personnel, Purchasing and Registrar. It was constructed in 1940.

COMPUTER SCIENCE CENTER — Acquired in 1983 to house the School of Computer Science. Classrooms, computer labs and departmental offices for the School of Computer Science are concentrated in this building, located at 11600 NE 2 Ave.

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.

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

EAST HALL — East Hall is the newest residence hall, built in 1985, and is located on the southeast corner of the campus. It houses 90 female students in double air-conditioned suites, and also includes a suite for a Residential Life staff person.

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 female honor students in air- and non-air conditioned single and double rooms. Faculty offices for the Social Science Department and administrative offices for the School of Arts and Sciences are also located in Farrell House.

HOLTZ QUADRANGLE — Recently named in honor of a benefactor to the University, Abel Holtz, the Holtz Quadrangle contains art and music studios, lecture rooms, theater dressing rooms, an outdoor stage, and the Shepherd & Ruth K. Broad Performing Arts Center, a 1,000 seat capacity auditorium. The departmental office of fine arts is located here.

INTERCOLLEGIATE ATHLETIC FACILITIES — The intercollegiate sports complex includes baseball, soccer, softball and track facilities. Additional facilities include athletic training room, weight training room and tennis courts. The office complex for the Intercollegiate Athletic Program is located in the School of Adult and Continuing Education building.

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 site of the home economics department and Calaroga dining hall. LaVoie was built in 1940. It now serves as administrative offices for the executive committee of the University.

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 175,000 items. This includes 1700 periodical titles. Students and faculty may borrow from other libraries of the southeast and midwest through the Southeastern Library Association network (SOLINET) and interlibrary loan. All students and faculty have access to major academic collections in southeast Florida through the Southeast Florida Educational Consortium. Faculty and students have access to audio and video taping facilities. Bibliographic instruction and reference service are an integral part of the library support of classroom teaching. These services are provided by a highly competent professional staff. Resources and facilities are utilized to maximize service, which is the primary focus of the library. The library building 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, including the Rathskellar, cafeteria, dining rooms, administrative offices, post office, campus store and dance/fitness studio.

SCHOOL OF ADULT AND CONTINUING EDUCATION — Acquired in 1983 and recently named in honor of a long-time friend of Barry University, the Frank J. Rooney School of Adult and Continuing Education houses departmental offices and a student lounge for adult students. The second floor contains the office complex for the Intercollegiate Athletic Program. It is located at 11415 N.E. 2nd Avenue.

SOUTH HALL — Built in 1984 on the south side of campus, this modern apartment-style hall provides air-conditioned rooms with private baths in spaciouly designed suites that accommodate four students. South Hall houses 91 male or female students.

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

WEBER HOUSE — Named for a former Barry University President, Mother Genevieve Weber, Weber Hall houses male students. A section is reserved for honor students. 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 administrative offices for the Division of Biological and Biomedical Sciences, Department of Physical Sciences and Mathematics, School of Nursing and School of Podiatric Medicine are located here.

INSTITUTE FOR APPLIED ARCHAEOLOGICAL SCIENCES

Joseph Davidovits, Ing. ENSCR, Dr. rer. nat., Director

The Institute for Applied Archaeological Sciences (IAPAS) was established to enhance science and technology with the use of ancient technology derived from the study of archaeology. There are many examples of practical techniques and technology used by ancient civilizations which have applications in the modern world.

Dr. Davidovits is renowned for his remarkable discovery of the fact that the Great Pyramids of Egypt were made with man-made stone (geopolymeric concrete). He has uncovered numerous irrefutable proofs to support this fact. In addition, he has explained many other enigmas of archaeology. As a chemical engineer, he specializes in low temperature mineral synthesis, and he is the discoverer of the chemistry of geopolymers. An example of a geopolymeric material is the production, at room temperature, of concrete which is comparable to natural stone. Dr. Davidovits' chemical research is performed at the Geopolymer Institute in France, while programs pertaining to applied archaeological sciences are carried out at the IAPAS. In addition, Dr. Davidovits is a scientific consultant to Lone Star Industries, Inc., the largest manufacturer of cement in America.

Projects and findings are documented in order to provide new historic and technological information to historians, scientists, industry, and the general public. The IAPAS promotes the broadest possible application of its discoveries and prepares related books, tapes, scientific papers, and documentary films (the latter produced in collaboration with the Telecommunications Department of Barry University). In addition, presentations are made at various scientific congresses, and lectures are presented to public and private institutions.

To foster the program of the IAPAS, the following research projects are currently underway in the USA, Canada, and Western Europe with government agencies or private institutions:

- **Nuclear and Toxic Chemical Waste Containment:** A government research project is being conducted to test geopolymeric concrete for high-level nuclear waste containment. At present, certain radioactive wastes have been encapsulated in concrete made with portland cement. Archaeological studies, however, have shown that concretes made with a geopolymeric binder, due to strength and other properties, provide far superior containment. And geopolymeric binders last a minimum of 4000 years, while concrete made with portland cement degrades in 200 years. In addition, wastes become chemically bound with the geopolymeric material so that they cannot be leached out.

- **Long-Term Grain Storage:** Archaeologists have documented numerous examples of extremely long-term grain storage. The biblical story of Joseph, son of Jacob (Genesis 41), recounts that grain was stored in ancient Egypt for 7 to 20 years. In contrast, the US Department of Agriculture (USDA) can store wheat no longer than 4 years using state-of-the-art technology. The grain storage method used by the Hebrew Patriarch, Joseph, to store grain in Egypt has been rediscovered by Dr. Davidovits and revived to provide technology by which the US and other countries can store grain far longer than currently possible.

- **Third World Construction Projects:** The study of ancient stone monuments which prove to be constructed of high-quality concrete can provide additional ways of producing cements. Local natural resources in numerous environments can be used for low cost building projects, especially in Third World countries.

Admissions

Office of Admissions

Located in Adrian Hall. 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 freshmen.

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. For purposes of admission and academic placement, applicants who have received their education outside the continental United States or whose native language is not English will also be included in this category.

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 complete application form and a nonrefundable 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). Foreign students should refer to the International Students' Admissions section.
- 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 Education or to be certified to teach must present an SAT score of 835 or an ACT score of 17.

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 Division.

Students planning to major in Music must audition either in person or by submission of a 7½ 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 admission requirements listed under Freshmen Students.

Early Admission

Exceptionally well-qualified students may be considered for admission prior to graduation from high school. Ordinarily, students are admitted only after they have been graduated from an approved 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 Office of the Registrar. When the high school diploma and final transcripts are issued, copies should be filed with the Office of the Registrar at Barry University.

TRANSFER STUDENTS

- two copies of official transcripts from each college previously attended. (Incomplete transcripts must be updated as soon as all coursework is completed.)
- 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.

Applicants must present a minimum cumulative grade point average of 2.00 or better in all previous college work, and be in good standing at the last institution attended in order to be considered for acceptance into the University.

In accordance with the policy outlined below, Admissions Counselors prepare a Tentative Evaluation of Transfer Credit for all courses taken prior to admission to the University. This evaluation is generally received at the same time a student is notified of acceptance into the University, or shortly thereafter.

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 work in which a grade below C is earned will be accepted in transfer. Neither will credit be allowed for vocational courses or for courses taken below the acceptable college level. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript.

Transfer students who expect to qualify for a baccalaureate degree must complete thirty uninterrupted credits for course work at Barry and must fulfill all requirements of the program which they elect to follow and the University distributive requirements for graduation.

Acceptance of transfer credit as fulfilling specific distribution requirements in English and mathematics will be determined by the achievement of satisfactory scores in the placement examinations given prior to first enrollment. Specifically exempt from this policy are second bachelor's degree candidates, students in the School of Adult and Continuing Education, and students who have passed the CLAST exam.

Transfer students entering the University with less than sophomore status (30 semester hours) and planning to major in Allied Health, Biology, Chemistry, Mathematics, Music or Nursing must meet the high school requirements of freshmen applicants (refer to Freshmen Students.)

Transfer students planning to enter the Education program or to be certified to teach must present an SAT score of 835 or an ACT score of 17.

Once enrolled, students wishing to take additional courses at another college or university for the purpose of transferring the credits back to Barry University *must obtain prior written approval from the appropriate school dean*. Also it should be noted that no more than six (6) credits may be transferred and once a student has attained junior status (60 credits), no transfer credits are acceptable from a community or junior college.

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

As an international university, Barry has always welcomed students, faculty, and visitors from other countries.

Eligibility for Admission

International students may be admitted to Barry University if they meet the University's admission requirements. The basic admission requirement for students from other countries is determined by the University and varies with the experience and background of the applicant. The minimum academic requirements for students from some countries are given below. These requirements are intended only as a guide to applicants; they are subject to further qualitative evaluation. All applicants must provide official transcripts with English translation and counselor recommendation.

Argentina-Bachillerato

Bahamas-5 Academic GCE "O" Level Subjects or CXC exams
(Grade I or II)

Barbados-5 Academic GCE "O" Level Subjects or CXC exams
(Grade I or II)

Bolivia-Bachillerato

Brazil-Certificado de Conclusao de 2' Grau

Canada-Grade 12 High School Diploma or 1st year of C.E.G.E.P.
 Chile-Licencia Secundaria
 China, Republic of—High School Graduation
 Colombia-Bachillerato
 Dominican Republic-Bachillerato
 Ecuador-Bachillerato
 Egypt-General Secondary Certificate of Education
 El Salvador-Bachillerato
 Finland-Matriculation Certificate
 France-Baccalaureat
 Germany-Maturity Certificate
 Greece-Apolytirion
 Guatemala-Bachillerato
 Haiti-Baccalaureat Partie II
 Honduras-Bachillerato
 Hong Kong-5 Subjects on Hong Kong Certificate of Education
 India-Higher Secondary School Certificate, Division I and Division II
 Indonesia-Idjazah S.M.A. Diploma
 Iraq-Baccalaureat
 Israel-Bagrut
 Italy-Diploma Di Maturita
 Jamaica-5 Academic GCE "O" Level Subjects or CXC exams
 (Grade I or II)
 Japan-High School Graduation
 Jordan-General Secondary Certificate of Education
 Korea-High School Graduation
 Kuwait-General Secondary Certificate of Education
 Lebanon-Baccalaureat Part II
 Libya-General Secondary Education Certificate
 Malaysia-5 Subjects on Malaysian Certificate of Education
 Mexico-Bachillerato
 Morocco-Baccalaureat
 Netherlands and Netherland Antilles-VWO or HAVO
 Nicaragua-Bachillerato
 Nigeria-5 Academic Credits on the WASC
 Norway-Examen Artium
 Pakistan-Higher Secondary Certificate, Division I and II
 Panama-Bachillerato
 Paraguay-Bachillerato
 Peru-Certificate of Completion of Secondary Studies
 Philippines-High School Graduation and NCEE results
 Saudi Arabia-General Secondary Certificate of Education
 Singapore-5 Academic GCE "O" Level Subjects
 Sweden-Matriculation Certificate
 Switzerland-Maturity Certificate
 Syria-General Secondary Certificate of Education
 Thailand-Matayom Suksa V

Trinidad-5 Academic GCE "O" Level Subjects or CXC exams
(Grade I or II)
Turkey-State Lycee Diploma
United Kingdom-5 Academic GCE "O" Level Subjects
Uruguay-Bachillerato
Venezuela-Bachillerato

Certification of Eligibility (Form I-20 A) — United States Department of Justice Immigration and Naturalization Service Certificate of Eligibility (Non-Immigrant "F-1" Student Status) will be provided to admitted students upon student request following completion of all admission requirements and receipt of verification deposit. Documentary evidence of means of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office. Students must fulfill the following conditions:

- Pursue a degree course of study as a full-time student. International students may not enroll as non-degree students.
- May not transfer schools or work off-campus without Immigration and Naturalization Service permission. Normally employment is not permitted by Immigration Services.
- Keep a current passport that is valid for at least six months into the future.

Arrival-Departure/School Transfer — Non-Immigrant alien visa students are required to attend Barry University as indicated on the Arrival-Departure Record (Form I-94) by immigration officials at the U.S. port of entry. They are expected to complete at least one semester at this institution prior to requesting transfer to any other educational institution.

Permanent Resident Status — When a student has permanent resident status the "Alien Registration Receipt Card" ("green card") must be presented to the Admissions Office at the time of application.

Admission Procedures

1. Application for Admission must be filled out completely and accurately.
2. Non-refundable application fee of U.S. \$50 must accompany application.
3. Educational Documents

- a. Diplomas, Certificates

Copies should be enclosed with the application. Students from countries following the British educational system must submit the originals along with photocopies, and a stamped, self-addressed envelope for their return, or ask the examinations council to mail confidential results to Barry University.

Reports of scores in school-leaving examinations (e.g. Baccalaureat) must also be submitted.

- b. Transcripts, Statements of Marks

A transcript must contain the following information: subjects studied; marks (grades) awarded; length of class periods; number of periods per week for each subject; grading scale with minimum passing mark.

Year-by-year records of marks should be sent to Barry University directly from U.S. institutions. Certified and notarized records from foreign institutions may be submitted by applicants, but the University sometimes insists that such transcripts be sent directly to Barry University from the issuing institutions.

4. English Translations

Documents in language other than English must be accompanied by certified English translations. Notarized translations will not be accepted. Translations supplement but do not replace original documents. Please remember to send both.

5. Syllabus of university study (description of each course or subject studied accompanied by certified English translations. Notarized translations will not be accepted.)

6. A current (within the past six months) bank or government sponsorship letter (declaration of finance) guaranteeing payment for tuition and fees, books, room and board, medical insurance and personal expenses of one calendar year (two semesters and two summer sessions) is required.

Examinations

All international applicants whose native language is not English, including those applying for transfer from U.S. institutions, are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants who submit a TOEFL score of at least 550 will not be required to take courses in English as a Second Language. Academically qualified applicants whose TOEFL score is less than 550 may be admitted to the Cross Cultural Program—Applicants with scores less than 450 will be required to improve their English proficiency.

Students who wish to study at the Intensive English Program prior to applying for an academic program should write to: Director, PESL, Barry University, 11300 N.E. 2 Avenue, Miami Shores, FL 33161. For TOEFL application write to: The TOEFL Program, Box 899, Princeton NJ 08540, U.S.A.

The Scholastic Aptitude Test (SAT) or the American College Test (ACT) are not required of international students. However, international students are advised to take the SAT or ACT, if possible, for it can often establish admissibility for an applicant when his/her foreign records alone do not, or can qualify him/her for one of the University merit scholarships.

For SAT information and application forms, applicants in Japan, Taiwan, Australia, or the Philippines should write to: College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94194. Other applicants should write to: The Educational Testing Service, Admissions Testing Program, Princeton, New Jersey 08540.

For ACT information and application forms all applicants should write to: The American College Testing Program, Registration, P.O. Box 414, Iowa City, Iowa 52243.

NON-DEGREE STUDENTS

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 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.

PLACEMENT TESTING FOR ALL UNDERGRADUATES

All new undergraduate students (freshmen, transfer, non-degree) must take placement tests in English and mathematics at the time of their first enrollment. Acceptance of transfer credit as fulfilling specific distribution requirements in English and mathematics will be determined by the achievement of satisfactory scores in these examinations. Specifically exempt from this policy are second bachelor's degree candidates, students in the School of Adult and Continuing Education, and students who have passed the CLAST exam.

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 must complete the Change of Status Request Form and return it to the Office of Admissions.

Graduate Admission Requirements and Procedures

Applicants must apply for and be accepted to graduate status (non degree-seeking or degree-seeking) through the Office of Admissions 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 Office of Admissions 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 Office of Admissions of the school's decision within ten days after a decision has been made. Any concealment by a graduate 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 applicants must meet the requirements of undergraduate international applicants as well as specific program requirements.

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. Post-graduate students must present evidence of a Master or Doctoral degree and are permitted to take an unlimited number of graduate or undergraduate credits. Guest students must present a letter from the dean of the institution in which they are enrolled for a degree stating that they are in good standing.

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 Office of Admissions. No action will be taken by the Admissions Committee on any application until all application credentials have been received by the Office of Admissions. 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.

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.

Some 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 newly accepted degree-seeking students the award of CLEP credit is made by the Office of Admissions; for enrolled students, the award of credit is processed through the Office of the Registrar. All CLEP credit is accepted on a credit/no credit basis.

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 semester hours, 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. A maximum of 30 credits will be accepted through the Advanced Placement Program. Credits are accepted on a credit/no credit basis. The award of AP credit is made by the Office of Admissions.

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. 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, 202 Thompson Hall. The proper room reservation materials must be completed before an assignment can be made, and students must be admitted to the University before the Office of Residential Life will make a room assignment. A non-refundable room reservation deposit (\$200 for returning students, \$100 for new students) must accompany the housing application materials.

The residence hall 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.

Off-campus housing listings are available through the Office of Residential Life for students interested in pursuing living accommodations in the community.

COUNSELING SERVICES

The Center for Student and Career Development provides confidential personal, social, academic, and career counseling to all students. Assertiveness training and other developmental workshops are offered. Students are en-

couraged to visit the Counselor and are assured that confidentiality is maintained. When requested, or when appropriate, referrals are made to the University consulting psychiatrist, physicians, and/or community agencies.

CAREER COUNSELING AND STUDENT DEVELOPMENT

The Center for Career Counseling and Student Development seeks to encourage personal responsibility on the part of students in life and career planning. Exploration of educational and career opportunities is facilitated to assist students' 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 Center for Student and Career Development 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 of resume writing, interviewing and other job seeking and career skills
6. Career Library containing occupational and organizational information
7. Computer assisted guidance program
8. Internship Program

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

TESTING SERVICES

Testing 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 interest, personality, and aptitude tests are provided. 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.

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

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. Campus tours are conducted to acquaint new students with the facilities of the University.

Placement testing, 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. 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 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.

INTERNATIONAL STUDENT SERVICES

Barry University recognizes that a great university ideally builds and extends its services, its potential, its scholarly standing by providing an international dimension through its curriculum and the composition of its student body. It actively promotes international cultural/educational interchange.

The services of the International Student Advisor are available in matters related to government regulations (Immigration and Naturalization Serv-

ices—INS), housing, employment, academic, athletic and personal matters. This attempts to participate in the process of adjustment which faces international students as they experience new cultural and academic phenomena. The University wishes to provide sensitive and understanding support for those who are in need of assistance.

SPORTS ACTIVITIES

Barry offers a comprehensive sports program at both the intercollegiate and intramural levels.

Intercollegiate Athletics

At the intercollegiate level, Barry University competes as an active member school in the National Collegiate Athletic Association (NCAA), Division II. Planning intercollegiate sports for academic year 1986-1987 include: men's baseball, basketball, cross country, golf, soccer and tennis; women's cross country, soccer, softball, and tennis.

The 1986-1987 academic year will be our third year of competitive intercollegiate athletics. Considering our affiliation with the NCAA, Barry University extends a traditional role of academic excellence and identity into an intercollegiate athletic program which offers national recognition for the student-athlete. All full-time undergraduate students are welcome to "try-out" for any intercollegiate sport. Everyone is welcome to **BACK THE BUCCANEERS!**

Coaching Staff

Men's:	Baseball	Bruce Barclay
	Basketball	Nick Creola
	Cross Country	Joseph Whitehead
	Golf	Dan Olson
	Soccer	Sergio Soriano
	Tennis	TBA
Women's	Cross Country	Joseph Whitehead
	Soccer	Michael Covone
	Softball	Eddie Coletti
	Tennis	Sister Mary Alice Murnen, O.P.

Intramural Sports

The general purpose of the Intramural Sports Program at Barry is to provide students, faculty, and staff with opportunities to participate and compete in various sports and recreational activities for personal enjoyment, social fulfillment, and lifetime fitness.

Available team and individual sport and recreation activities for 1986-1987 will be primarily determined by student interest. Planned activities include: men's flag football, men's basketball, women's basketball, co-ed softball, billiards, ping pong and racquetball tournaments.

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), Ambassadors, Bread for the World, Business Forum, Circle K, French Club, History Association, International Student Association, MBA Club, Nursing Student Association, Psychology Club, Samo thrace Club, Spanish Club, Student Government Association.

FRATERNITY/SORORITY

Omega Chi Phi fraternity and Delta Sigma Tau are socially oriented service organizations open to students after they have completed the first semester of their freshman year. These organizations provide Barry students with an outgoing spirit of friendship 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 freshman 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 UNIVERSITY CHORALE AND KEYNOTES

The Keynotes is a performing group comprised of music majors and minors, in addition to those students from other departments who qualify for membership through auditions. The 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 and Theatre 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 a service of faith and love offered by priests, religious, ministers of many faiths, faculty, staff and students who strive to build and support a vital, caring community, open to God in worship and prayer, alive to the human and spiritual needs of our own academic community and to the needs of society at large. It does this by enabling personal growth and development within our community by care and concern for persons; by celebrating the life of the community, especially through the Eucharistic Liturgy; by proclaiming the Gospel and its values; by building and strengthening a community of faith, especially through group prayer and scripture sharing; by promoting participation and education in the work of social justice and by addressing the university community as institution in terms of all its value commitments; and finally, by loving concern for students of other faiths, respecting 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 BARRY BUCCANEER, the university student newspaper; THE TORCH AND SHIELD, the university yearbook; BARRY TODAY published seasonally for the university alumni by the Alumni Office; THE FLAME, published four times a year; and the CAL-ENDAR of weekly events published by the Office of Marketing and Public Relations.

ALUMNI ASSOCIATION

The Board of Directors of the Alumni Association is a national Board representing seven geographic regions which meets annually on the Barry campus to plan the yearly business of the Association. The Association and its regional chapters help with student recruitment, reunions, receptions for new students, and special alumni events.

The Alumni Office and director of Alumni Relations are located in LaVoie Hall. With the support of the Association, the Office conducts an annual Alumni Fund Drive, including a phonathon, and coordinates a variety of alumni programs such as dinner/theatre parties, reunions, picnics, lectures, and the alumni newsletter, **Barry Today**.

Tuition, Fees, and Financial Aid

The estimated cost of 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.

1986-87

TUITION:	Undergraduate, full-time 12-18 credits.....\$ 2,995.00
	Undergraduate, part-time per credit..... 190.00
	Credits in excess of 18, per credit 190.00
	Barry/St. George's Pre Med., per semester2,995.00
	BEC Undergraduate per credit.....20.00
	Undergraduate, Adult & Continuing Education, per credit90.00
	Undergraduate, Computer Science, Adult evening courses, per credit 100.00
	Graduate, per credit 200.00
	Graduate, Computer Education, per credit 110.00
	Graduate, SSW, Ph.D., per credit 235.00
	Podiatry, per year 12,500.00
	Executive Master of Business Administration
	1st year5,250.00
	2nd year5,000.00
	HAFB, Graduate, per credit 135.00
	Southern Bell, per credit..... 133.00
	Graduate, Biological & Biomedical Sciences 300.00
	Non-Credit, PESL tuition, per semester (day) 1,400.00
	Non-Credit, PESL tuition, evening courses 250.00
FEES:	Orientation Fee (for new full-time undergraduate students)50.00
	Application fee, payable once20.00
	Registration fee, payable each semester10.00

Special Course fee	Variable
Graduation fee	40.00
Parking fee	10.00
Student Activities fee (all full-time students)	50.00
Student Activities fee, part-time students, per credit	4.00
Portfolio Evaluation fee	Variable
Deferred Payment Plan fee	25.00
Health Insurance (8/15/86 to 8/15/87)	
Student only	150.00
Student and spouse	375.00
Student, spouse, and dependent children	525.00
Student and dependent children	375.00
Room Damage Deposit	50.00
(Refund determined by condition of room)	
Room and Board (20 meal plan — 14 meal plan \$25 less)	
Triple/Quad Non-Air Conditioned Room	1,320.00
Triple/Quad Air-Conditioned Room	1,730.00
Double Non-Air-Conditioned Room	1,400.00
Private Non-Air-Conditioned Room	1,470.00
Double Air Conditioned Room	1,850.00
Private Air Conditioned Room	1,995.00
Drop/Add fee	3.00
Drop/Add fee - Adult & Continuing Education	10.00

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 refund unless they withdraw officially by submitting a written notice of withdrawal to the Office of the Dean of their respective School. The effective date of withdrawal will be the date on which the notice is received by the respective Dean and the percentage of 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. The above percentages apply to students who have paid their tuition and fees in full prior to the day of withdrawal.

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.

The above percentages apply to students who have paid their tuition and fees in full prior to the day of withdrawal.

TUITION PAYMENT PLAN

Barry University maintains the services of several companies to provide an alternative method of paying for tuition and fees. Briefly, each company will assist students in budgeting monthly payments for tuition and fees. For more information, contact the Business Office.

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.

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 undergraduate 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.)

For financial aid purposes, "satisfactory progress" is defined as receiving credit for at least 24 semester hours each academic year if registered as an undergraduate full time student, or 18 semester hours each academic year if registered as a full time graduate student. Part-time students must earn the same number of hours they register for. (Part-time students who register for 9 credit hours during the semester must earn 9 credit hours by the end of the semester. Likewise for students registering for 6 credit hours).

A student is in "good academic standing" if the cumulative grade point average (GPA) is 2.00 or above.

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) work programs.

SCHOLARSHIPS are for superior students and are given for academic ability. All undergraduate students are eligible for scholarships. 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 \$2,000 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 upon the student's need and the student's academic ability.

There are different kinds of loans.

There is the campus-based federal loan. This loan program is administered on campus by the university. It can provide up to \$1,500 per year. Interest on this loan is five percent.

We also offer the Guaranteed Student Loan Program. This program offers the student a low-interest loan made by a lender such as a bank, credit union, or savings and loan association. These loans are insured by the guarantee agency of the student's State and reinsured by the Federal Government.

For new borrowers, the interest rate is 8 percent. For students who currently have a 7 or 9 percent GSL, the interest rate on additional GSL's will continue to be 7 or 9. Applications may be obtained from Barry University, a lender, or from your State guarantee office. To qualify, students must demonstrate financial need.

The PLUS program (also known as the ALAS program) provides additional funds for educational expenses. The interest rate for these loans is 12 percent. Like GSL's, they are made by a lender such as a bank, credit union, or savings and loan association. This program allows parents of dependent students, independent undergraduate students and graduate students to borrow funds. Repayment begins within 60 days of the disbursement of the loan.

JOBS are self-explanatory. There are two programs. The first is a federally funded work-study program. Student selection is based solely upon need. Students work on campus, and depending on their financial need, may work up to 25 hours per week while attending school.

The second program is university funded. In order to help students defray part of the cost of education, the University will allow students to work on Campus. Wages earned are credited directly to the student's account. 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. A copy of the student's and his/her parents' Income Tax Return for the base year is also required. 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 submitting admission materials.

Scholarships and Grants

In considering applications for most freshmen 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. To apply, students must contact the Admissions Office.

FOCUS ON EXCELLENCE. Barry University's "Focus on Excellence" scholarships recognize outstanding students from all Florida Catholic High Schools. Students must be superior high school seniors who have a minimum combined score of 1100 on the Scholastic Aptitude Test, a 3.00 on a 4.00 scale or higher grade point average in high school, and rank in the upper ten percent of their graduating class. These are full-tuition scholarships and they are renewable providing the student maintains a 3.20 grade point average. To apply, students must contact the Office of Admissions.

CLINTON D. HAMILTON SCHOLARSHIP. This scholarship, named in honor of the executive vice-president of Broward Community College is awarded to one Honors Program graduate of BCC who has achieved a cumulative GPA of 3.6 or above. This scholarship is valued at the full-tuition cost of the University for one academic year. It may be renewed for one more year if a 3.0 (B) cumulative GPA is maintained.

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

- (b) Be enrolled as a full-time student each semester.
- (c) Have been a bona fide resident of Florida for the preceding two (2) years prior to graduation from high school or equivalent.
- (d) 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.

PRE-MARC/MARC SCHOLARSHIPS Barry University provides Minority Access to Research Careers (MARC) through a long term renewable grant awarded to the University's Division of Biological and Biomedical Sciences by the United States Department of Health, Education and Welfare. The main purpose of this scholarship is to increase the number of well-prepared minority students who can compete successfully for entry into graduate programs leading to the Ph.D. in a biomedical science. Students must be Biology, Chemistry or Psychology majors. For more information write to: Sister John Karen Frei, O.P., Ph.D., Project Director, Division Biological and Biomedical Sciences, Barry University.

ATHLETIC SCHOLARSHIPS. Barry University offers athletic scholarships to students that show outstanding ability in any one of the intercollegiate sports programs offered by the university. Interested students should contact the appropriate Head Coach or the Director of the Athletic Department.

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 post-secondary institution.
- 2) be enrolled as a FULL-TIME UNDERGRADUATE student each term.
- 3) have resided in the state of Florida for at least twenty-four (24) continuous months preceding the award of a Florida Tuition Voucher.

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

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 Office of Financial Aid.

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 \$2,100 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 \$2,000 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 admission 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 through the School of Social Work.

Scholarships Subsidized by Friends of the University

AGNES MARTIN SCHOLARSHIP. This scholarship was established in 1983 in memory of a long-time Barry benefactor. Awards are based on financial need and applicant's demonstration of leadership and service qualities. Awards will range from \$300 per semester for two students or \$500 a year for one student.

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.

COCA-COLA HISPANIC SCHOLARSHIP FUND. The Coca-Cola Hispanic Education Fund provides scholarships for Hispanic-American students. Students must be either citizens of the United States or permanent residents. Students must prove financial need and reside in either Dade or Broward Counties. Students must be full-time and maintain a "B" average. Scholarships may range from \$500 to \$2,350. To apply, students must contact the Office of Financial Aid.

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.

NINA FOX SCHOLARSHIP FUND. This memorial fund, established by the friends and relatives of Mrs. Nina Fox, M.S.W., provides an annual scholarship to graduate social work students. Applicants must have financial need and priority will be given to students who have an interest in social work practice with homeless and/or migrant clients. For application information, contact the School of Social Work.

ISABEL AND SAM MAY TRAINEESHIPS IN GERONTOLOGICAL SOCIAL WORK. These traineeships, awarded by the Department of Social Work, Mount Sinai Hospital, are for graduate social work students who are preparing for a career in services to the elderly. For application information, contact the School of Social Work.

PATRICIA JOHNSTON O'HEARNE SCHOLARSHIP. Mr. David O'Hearne has established a one-half tuition scholarship in honor of his wife, Patricia Johnston O'Hearne. Priority will be given to undergraduate or graduate students majoring in liberal arts, residents of Long Island and/or Fairfield County. Students must maintain a B average and a well-rounded extracurricular life.

PILOT INTERNATIONAL, MIAMI SHORES CHAPTER SCHOLARSHIP. This scholarship is available to sophomore, junior and senior women business majors who have demonstrated financial need, strong leadership qualities, strong potential and academic accomplishments. In addition, the student must be a Florida resident and must be enrolled as a full-time student. Applications, recommendations and financial statements should be submitted prior to Nov. 1 to the Miami Shores Chapter, Scholarship Committee.

SIMA ROSS SCHOLARSHIP. This memorial fund provides grants to graduate social work students who have financial need. For application information, contact the School of Social Work.

RICHARD SCHAEFFER FELLOWSHIP. During the 1986-87 academic year, Dr. Richard Schaeffer, founder of the psychology program at Barry University and President of Affiliates for Evaluation and Therapy, Inc., will award two fellowships to two full-time graduate psychology majors. There will be one \$2,000 award and one \$1,000 award. Applications may be obtained from the Psychology Department.

SELBY FOUNDATION. This program was established by the Selby Foundation to assist students who need aid in order to continue their studies. To be eligible, students must be a Florida resident, must be enrolled as a full-time student, must have a minimum SAT score of 1,000 or a 26 on the ACT, or have a minimum GPA of 3.2 in high school or college. Preference is given to students from Sarasota and Manatee counties. Financial need is considered but is not the deciding factor for selection.

SISTER M. DOROTHY BROWNE, O.P. ALUMNI SCHOLARSHIP. The Sister Dorothy Browne Scholarship was established for the children of the 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 \$1,000.00 and may be renewed annually if a 3.0 cumulative grade point average is maintained. Applications are available through the Office of Financial Aid.

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 Office of Financial Aid.

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 majoring in 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 FOUNDATION This scholarship program is awarded by the Miami Shores Rotary Club. To be eligible, students must be a junior or senior nursing student and must demonstrate financial need. Scholarships range from \$500 to \$1,000 but can vary in extreme need. For application information, contact the Office of Financial Aid.

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 Office of Financial Aid. 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 (GLS). 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 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

BARRY UNIVERSITY COUNSELOR'S ASSOCIATION (B.U.C.A.) LOAN FUND. Provides loans for tuition on a ninety-day repayment basis; maximum three (3) credit hours tuition per semester. The fund is restricted to needy graduate students in either the Community Counseling or Guidance and Counseling programs who have a minimum grade point average of 3.0. Approval of the B.U.C.A. Faculty Advisor is required to authorize a loan.

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 Office of Financial Aid.

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 Office of Financial Aid.

Veterans and Dependents

The Federal Government has programs which provide some financial assistance for veterans and their dependents. Information may be obtained from local or regional Veterans Administration Offices or by calling the Office of Financial Aid.

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. 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 Office of Financial Aid.

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. The discount does not apply to undergraduate courses during the summer session.

RELIGIOUS DISCOUNT. Students who are members of a religious community are entitled to a 30% discount on tuition. The discount does not apply to undergraduate courses during the summer session.

NURSING DISCOUNT. Part-time students enrolled in the Nursing program are entitled to a 30% discount on tuition if they are employed as full-time registered nurses, unless tuition is paid through some type of grant or subsidy. Students must show proof of full-time employment by presenting a letter from their personnel director.

UNIVERSITY STUDIES DISCOUNT

All students enrolled in the University Studies program are entitled to a 30% discount except for already-discounted courses.

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 notes, 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 School. 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.

Distribution Requirement Objectives:

Distribution requirements are intended to achieve a wide range of learning outcomes in general studies. Specifically, they are designed to fulfill the following instructional objectives:

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

Graduation Requirements:

(1) Satisfactory completion of at least 45 credits of distributed coursework, including 9 credits in each of the following curricular divisions with a minimum of 3 credits in each of the ten subdivisions:

- | | |
|---------------------------------------|-------------|
| 1. Religious Studies and Philosophy | — 9 credits |
| 2. Composition and Oral Communication | — 9 credits |
| 3. Science and Mathematics | — 9 credits |
| 4. Social and Behavioral Sciences | — 9 credits |
| 5. Humanities and Arts | — 9 credits |

Total Distribution Requirements

45 credits

The above distributed coursework must be selected from an approved list of courses from the five curricular divisions.

Fine Arts:	Art, Music, Theatre
Humanities:	English, French, Humanities, Spanish
Mathematics	
Sciences:	Biology, Chemistry, Physics
Behavioral Sciences:	Anthropology, Psychology, Sociology
Social Sciences:	Economics, Geography, History, Political Science

- (2) Satisfactory completion of a minimum of 120 credits with a cumulative average of 2.00 (C). Of the total, a minimum of 48 credits must be in courses numbered above 299. The last 30 credits and the majority of the major coursework must be completed at Barry University.
- (3) Individual schools may require satisfactory completion of an integrative experience in the major field(s) during the semester immediately preceding graduation. Students planning to attend 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 50 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

Credits in the area of the major or minor beyond the maximum number of credits specified above will not fulfill the 120 credits required for graduation. All requirements for the degree must be completed before students take part in a graduation ceremony.

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 Music (B.M.), Bachelor of Professional Studies (B.P.S.), Bachelor of Liberal Studies (B.L.S.), Bachelor of Science in Technology (B.S.T.), and the Bachelor of Science in Professional Management (B.S.P.M.).

The University offers 50 undergraduate majors:

- Accounting (B.S.)
- Art (B.F.A.)
 - Art Management (B.A.)
- Athletic Training (B.S.)
- Biology (B.S.)
 - Applied Biology

Pre-Dental Medicine
Pre-Medicine
Pre-Podiatric Medicine
Pre-Veterinary Medicine
Chemistry (B.S.)
Pre-Pharmacy
Communication Arts (B.S.)
Computer Data Processing (B.S.)
Computer Science (B.S.)
Cross-Cultural Program
Cytotechnology (B.S.)
Diagnostic Medical Ultrasound Technology (B.S.)
Economics/Finance (B.S.)
Elementary and Early Childhood Education (B.S.)
English (B.A.)
French (B.A.)
History (B.A.)
International Studies (B.A.)
Liberal Studies (B.A.)
Management (B.S.)
Management Information Systems (B.S.)
Marketing (B.S.)
Mathematical Sciences (B.S.)
Medical Technology (B.S.)
Music (B.M.)
 Applied Music Program
 Liturgical Music Program
 Music Education Program
 Music Management (B.A.)
Nuclear Medicine Technology (B.S.)
Nursing (B.S.N.)
 Basic Option
 R.N. Option
 Accelerated Option
Office Automation (B.S.)
Photography (B.A.)
Political Science (B.A.)
Pre-Engineering Program
Pre-Law (B.A.)
Professional Management (B.S.P.M.)
Professional Studies (B.P.S.)
Psychology (B.S.)
Religious Studies (B.A.)
Sociology (B.S.)
Spanish (B.A.)
Sports Information (B.S.)
Sports Management (B.S.)
Technology (B.S.T.)

Telecommunications (B.S.)
Theatre (B.A.)
Theatre Management (B.A.)

MINORS

Minor concentrations are available in specific subject areas, as well as the following interdisciplinary areas: Peace Studies, Public Relations, Audio-Visual Production and Design.

Additional courses offered in the following area of study:

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

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 AND STATUS

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

Freshman — 1 to 29 credits earned
Sophomore — 30 to 59 credits earned
Junior — 60 to 89 credits earned
Senior — 90 credits or above earned

An undergraduate student's status is determined by the number of credit hours attempted in a given semester/term as follows:

Full-time — 12 credits or above
Part-time — 11 credits or below

CLASS LOAD

The recommended 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.

DEPARTMENTAL PROFICIENCY EXAMINATIONS

Students who believe that they are qualified in any course offered by the University and are interested in placement and/or credit may petition to take a departmental examination covering the course, with the approval of the Dean, providing such an examination is offered. These examinations do not satisfy residency requirements. A fee of \$20.00 per credit must be paid to cover administrative costs.

INDEPENDENT STUDY

Independent study may be an option for degree-seeking students in certain academic areas. Students must have plans for the research project approved by the academic advisor, the faculty member who will supervise the project, and the Dean. Students may register for no more than one such project each semester. Regular tuition charges are applied to independent studies.

TUTORIAL

In unusual circumstances, an academic Dean may approve the offering of a course listed in the catalog on a one-to-one (tutorial) basis. Regular tuition charges apply to coursework taken as a tutorial.

SPECIAL TOPICS

Contents of Special Topics classes will be determined by the individual departments as requested by faculty and/or students to fill specified needs or interests. Special Topics are designated by the course number 300.

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. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must re-apply for the next 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 major/minor or to courses required for professional preparation. The student must elect the option at the time of registration; any changes must be made within the regularly-scheduled period for class adjustments. A student may not repeat a course under the CR/NC option for which the previously earned grade was other than W.

A maximum of twenty-four (24) credits, in addition to physical education 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 taking at least twelve credits on a graded basis 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 taking at least twelve credits on a graded basis with no incomplete grades.

GRADUATING WITH HONORS

In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry carrying letter grades of A,B,C, or D, and must have maintained a 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 or Air Force 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.

ROTC scholarships are available from both the Army and the Air Force and cover anywhere from one to three years of college. Scholarships pay for the cadets' tuition, fees, books and provide \$100.00 per month spending money.

Further information about the ROTC Program is available through the Office of Admissions.

HONORS PROGRAM

The Honors Program at Barry University is designed for superior students who

- 1) enjoy a challenge
- 2) possess creativity
- 3) can function independently
- 4) are strongly motivated
- 5) can work closely with a faculty member.

Freshmen or transfer students entering Barry with a minimum combined SAT score of 1000 and minimum GPA of 3.5 are invited to enroll in the Honors Program. They can continue in the program if they maintain a minimum GPA of 3.25 and are recommended by their advisor and chair-

person. 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 honor 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. Students are encouraged to develop the mentor/disciple tradition of higher education. 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, 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.

Students interested in the Honors Program can contact the director, Jesus Mendez, Ph.D.

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 in 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 and juniors 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 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 English, 6 credits in Social Sciences and 6 credits in Philosophy. After successful completion of the program, students are prepared to continue in their selected majors.

CAMPUS INTERCHANGE PROGRAM

Barry University is part of a campus-interchange program involving three 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; 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.

SECOND BACHELOR'S DEGREES

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

- 1) formal notification must be filed with the Office of the Registrar;
- 2) the student must fulfill all admissions, prerequisite and course requirements in the second degree program;
- 3) at least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's degree must be completed;
- 4) the student must achieve a cumulative grade point average of 2.00 or higher with 2.00 or higher in the second major;
- 5) the same degree from Barry University may not be awarded twice.

Graduate

The Academic Health Science Center offers the Master of Science (M.S.) degree in Biology and Biomedical Sciences through its Division of Biological and Biomedical Sciences; The Doctor of Podiatric Medicine (D.P.M.) degree is offered through the Center's School of Podiatric Medicine.

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

The School of Business offers the Master of Business Administration (M.B.A.) degree, the Executive Master of Business Administration (XMBA) degree and the Master of Professional Accountancy (M.P.A.) degree.

The School of Education offers the Master of Science (M.S.) degree in: Community Counseling, Guidance and Counseling, Learning Disabilities and Reading.

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree in Nursing Administration, Nursing Education, and Primary Care.

The School of Social Work offers the Master of Social Work (M.S.W.) degree and the Doctor of Philosophy in Social Work (Ph.D.)

The School of Computer Science offers the Master of Science (M.S.) and Educational Specialist degrees (Ed.S.) in Computer Education; and the Master of Science degree in Computer Science and Information Systems.

CLASS LOAD

Full-time — 9 credit hours

Part-time — 3-8 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 points per credit
Failure	F	No credit
Credit	CR	Credit but no honor points awarded
No Credit.....	NC	No credit
**Incomplete	I	A grade not reported as completed within the time required by the school becomes an F.
Withdraw	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer sessions. If a student officially withdraws within the last five weeks prior to final examinations of regular semesters and within the last two weeks of the summer sessions, a grade penalty is earned. Grade penalty means an F grade and the credits are computed in the grade point average.

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

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

Academic Health Science Center

Sister John Karen Frei, O.P., Ph.D.

Associate Vice President for Academic Health Science Center;
Dean of Division of Biological and Biomedical Sciences

Division of Biological and Biomedical Sciences

Undergraduate Programs
Master of Science in Biology
Master of Science in Biomedical Sciences

School of Podiatric Medicine

Doctor of Podiatric Medicine

The Academic Health Science Center was established in the Spring of 1985 in order to integrate the undergraduate and graduate life and health science programs into a cohesive academic unit. The academic programs within the Center respond to the demanding needs of society which we interpret are to prepare professionally competent scientists/health practitioners whose values are congruent with the purpose and objectives of the University.

The undergraduate program offers a variety of career opportunities available through its majors. Special options available to qualified students include the MARC (Minority Access to Research Careers) Program and the University's institutional membership in the School of Field Studies which offers summer courses around the world.

The three graduate programs include: the Master of Science in Biology for the science teacher, the Master of Science in Biomedical Science for the student who wishes to pursue biomedical studies and the Doctor of Podiatric Medicine for the student who wishes to provide medical care to the foot health needs of the public.

Division of Biological and Biomedical Sciences

Undergraduate Programs

Sister John Karen Frei, O.P., Ph.D., Dean

ALLIED HEALTH PROFESSIONS — “3 + 1” PROGRAMS

Advances in the prevention and diagnosis of disease, in therapy and rehabilitation, and the need to cope with new health and environmental concerns have increased demands for skilled personnel in allied health fields. Allied health professionals are highly trained individuals who perform tests in a variety of fields under the guidance of a pathologist or another qualified physician.

Barry offers a choice of four different “3 + 1” programs for those students seeking to meet the growing demands in these fields: Medical Technology, Cytotechnology, Diagnostic Medical Ultrasound Technology, and Nuclear Medicine Technology.

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, 240, 253, 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

To facilitate the varying professional needs of the diagnostic medical sonographer, two tracks of study have been established. Track 1 has been designed for the student whose aptitude and/or interest lies more heavily in the sciences. These students are required to 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. Students in Track 2 are required to meet the following requirements; Biology 116, 240, 253, 341 and 451; Chemistry 111, 112; 3 semester hours of Mathematics; 4 semester hours of Physics; Psychology 370, 423; 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 and Jackson Memorial 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.

The first 90 semester hours of work based at Barry University may be completed on a full- or part-time basis.

Nuclear Medicine Technology.

To facilitate the varying professional needs of the nuclear medicine technologist, two tracks of study have been established. Track 1 has been designed for the student whose aptitude and/or interest lies more heavily in the sciences. These students are required to 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 and 321; Mathematics 111, 211; 4 semester hours of Physics; and the distribution requirements. Students in Track 2 must meet the following requirements: Biology 116, 230, 240, 253, and 450; Chemistry 111, 112, and 321; 4 semester hours of Physics; and 21 semester hours of Computer Science; and the distribution requirements. 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.

The first 90 semester hours of work based at Barry University may be completed on a full- or part-time basis.

BIOLOGY

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

Barry's undergraduate biology program provides students with the opportunity to prepare for a number of career goals. Possible alternatives include graduate study; teaching at the secondary level; medical, dental, podiatric and veterinary school; medical technology; and various careers in research.

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 pre-professional 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.

Students who are very well qualified academically, and who wish to study Podiatric medicine at Barry University have the option of pursuing a 7-year BS/MS/DPM degree. Students with the following criteria will have guaranteed admission into the School of Podiatric Medicine:

- 1) SAT - 1100 or higher
- 2) High School GPA - 3.5 or higher
- 3) All science requirements taken in high school
- 4) A major in the Pre-Podiatry Program

- 5) A minimum cumulative GPA at Barry of 3.0
- 6) Satisfactory MCAT scores taken Spring of Junior year in college

Biology Major (excluding Pre-Medical, Pre-Dental, Pre-Podiatry, Pre-Veterinary programs)

Barry provides an undergraduate biology program that provides students with the opportunity to prepare for a number of career goals. Possible alternatives include teaching at the elementary level, technical positions in laboratory and research centers; positions in business, industry, biological illustration, computer science and other areas requiring a biological background.

Students may choose to follow Track I or Track II requirements as listed.

Track I

40 credit hours in biology are required for this major including Biology 112, 116 and 401 and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 321 or 240
4. Environmental biology: Biology 310 or 312
5. Biological Theory: Biology 440 or 475

Students in this program must include 12 hours in chemistry and 9 hours in mathematics. Physics 151 is recommended. Majors are required to achieve a satisfactory score on the Graduate Record Examination.

Track II

36 credit hours in biology are required for this major including Biology 112, 116 and 401 and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 321 or 240
4. Environmental biology: Biology 310 or 312
5. Biological Theory: Biology 440 or 475

Students in this program must include a minor in an approved area such as Business, Computer Science, Photography, Art, Telecommunications, Psychology, Sports Management or Journalism.

Biology Minor

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

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 I and II (1-6)

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

103 Biological Crisis (3)

Current critical areas in biology; typical areas have included 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)

202 Human Population Biology (4)

Theoretical and applied aspects of population dynamics, with particular emphasis on the major physical, chemical, biological, social and economical factors that influence human populations. Three hours lecture weekly.

220 Introductory Human Anatomy (4)

Gross human anatomy with laboratory, including dissection of the mink. 3 hours lecture, 2 hours laboratory weekly. Does not fulfill Biology Core Requirement. (\$40 fee)

230 Human Anatomy (4)

Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (\$40 fee)

240 Introduction to Human Physiology (5)

Survey of the functions of the organ systems in the human body. 4 hours lecture, 2 hours laboratory weekly. Prerequisite or corequisite: Biology 220. Does not fulfill Biology Core Requirement (\$45 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. Does not fulfill Biology Core Requirement. (\$45 fee)

300 Special Topics (3)

Content to be determined by the Division as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Biology 101, 102 or 103 or divisional 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 hours 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 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, 325; Chemistry 243 and/or permission of instructor. (\$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. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent; Biology 230; Chemistry 152 or 243. (\$35 fee)

451 Embryology (4)

Vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers, and organ systems. 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.

476/576 Teaching of Biology in the Secondary School (3)

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, methods of teaching. Prerequisite: Divisional approval and candidacy in the School of Education.

480-490 Medical Technology (30)

Twelve- to fifteen-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: Divisional approval.

295, 395, 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 MARC scholars follow a special research program. (\$30 fee)

Master of Science in Biology

Sister John Karen Frei, O.P., Ph.D., Dean

PROGRAM

This master's program in biology at Barry University has been designed to provide educational opportunities for secondary school teachers of biology. The group targeted by this program include:

- The certified teacher with a B.S. degree in biology. (The program will satisfy Florida State requirements for a Master's degree in field.)
- The teacher being reassigned to teach biology and who has been trained out-of-field.
- Currently certified biology teachers being updated.
- Continuing education needs of teachers.

In order to prepare the teacher being reassigned to biology and who was prepared out-of-field, this person would be asked to demonstrate competency of subject matter in certain core areas (Genetics, Cellular Structure and Function, Anatomy and Physiology) using programmed materials to attain the competency.

ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited college or university with appropriate undergraduate/graduate credits in biology.
- Undergraduate grade point average 3.0 (B).
- Acceptable score on the Advanced Test in biology of the Graduate Record Examination.
- Two letters of recommendation in support of graduate work.

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. The usual policies on transfer credit (6) and on time limitation (7 years) will apply. The program is designed for the student who wishes to

advance his or her education on a part-time basis with courses scheduled in the evenings and/or on Saturdays.

DEGREE REQUIREMENTS

Completion of thirty graduate credits. No comprehensive will be required.

CURRICULUM

The instructional objectives of the master's program are:

- Depth and breadth of information across four core areas in biology.
- Practical application of this information in the high school setting.
- Relationship of biology and technology attained through the summer internship program.
- Integration of learning accomplished through the seminar course which extends over three semesters.

To facilitate these objectives the program was designed so that in each core course taught (BIO 500, 525, 550, 600) the Barry University professor team teaches with a "Master" high school teacher designated by the science supervisor's office in participating counties within Florida. The purpose of this approach is to guarantee that the latest scientific information provided by the Barry University professor will have a practical application in the high school classrooms.

The "Master" high school teacher's role in the course is to supply the appropriate methodology so that the teacher/students understand how to incorporate the latest scientific information provided by the University professor back into their high school classroom on a day-to-day basis.

Additionally, these core courses are lecture/laboratory courses in which the emphasis in the laboratory will be practical application of content to the classroom.

Course Descriptions — Biology Prefix: BIO

500 Natural History & Ecology (5)

A lecture-lab course that examines the biogeographical distributions of species through time, including current ecological and evolutionary theories, with field trips to the South Florida coral reefs, coastal mangrove forest, and the Everglades National Park. (\$60.00 fee)

525 Molecular Biology (5)

Integrated study of procaryotic and eucaryotic cells including structures, ultra structure, functions, and metabolism. (\$60.00 fee)

550 Reproductive/Developmental Biology (5)

Survey of the various aspects of reproduction and development beginning at the molecular level and continuing through the gross aspects of biological organisms. (\$60.00 fee)

600 Organismal Physiology (4)

Interactions of organs and systems at the functional levels. Examples will include plants, invertebrate and vertebrate systems. (\$60.00 fee) Prerequisites: BIO 525, 550

630 Internship (6)

Supervised experience relating biology and technology attained in an industrial setting.

650 Computers in Biology (3)

A laboratory oriented course designed to introduce the student to the integration, storage and retrieval of biological information to which the student has already been exposed in previous courses. (\$25.00 fee) Prerequisites: 25 sh; Computer Course or equivalent.

670 Seminar (2)

A course designed to expose the student to selected topics in biology.

***476/576 Teaching of Biology in Secondary School (2)**

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, method of teaching. Prerequisite: Divisional approval and Candidacy in the School of Education.

*Those students lacking a methods course may take BIO 476/576 for 2 sh. These students will graduate with 32 semester hours of graduate credit.

Master of Science in Biomedical Sciences

Sister John Karen Frei, O.P., Ph.D.

PROGRAM

The Masters program in biomedical sciences at Barry University has been designed to prepare students for rewarding professional careers as creative biomedical scientists. It is anticipated that students completing this program will enter into medical, academic, government, health, or industrial positions in biomedical sciences or closely related areas and be committed to working toward solutions for the many unresolved problems of biomedical science which face mankind.

The Biomedical curriculum is composed of a core of basic science courses many of which also serve as the first year coursework of the basic science component in the DPM degree program at Barry University.

Some of the core courses may serve as post-baccalaureate preparation for students who completed a premedical preparation as an undergraduate and who have demonstrated superior academic achievement in their coursework and who wish to study in the basic sciences on a graduate level for a period of time before attempting full-time medical studies.

CURRICULUM

The program of study is divided into two tracks. Students in the Track 1 Program (those who wish to pursue medical studies) are required to take BMS 530, Bacteriology; BMS 550, Histology; BMS 553, Bio-Medical Ethics; BMS 555, Neurosciences; BMS 570-572, Biochemistry and Lab; BMS 575, Immunology; BMS 590, Gross Anatomy; BMS 595, Physiology.

Students in the Track 2 Program would be required to take BMS 553, Bio-Medical Ethics; BMS 570-572, Biochemistry and Lab; BMS 575, Immunology. The remaining hours will be determined in consultation with an advisor based on the career goals of the student and selected from the other BMS course offerings.

553a Ethical Foundations (1) (Prerequisite to all other modules)

Philosophical ethics; professional codes of ethics; professional responsibilities. Same as PDY 553a.

553g Health Care Delivery (1)

An analysis of the economic, structural and ideological interests that lead to numerous value conflicts within the health care system in the United States: prospective payment system and quality control, for-profit v. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as PDY 553g.

555 Neurosciences (4)

Structure and function of the nervous system and sensory organs will be discussed, including the anatomical pathways of functional systems, the interrelationships of these systems and the clinical significance of injury as observed in the patient with neurological disorders. Lecture and Lab. Corequisite: Gross Anatomy 590. Same as PDY 555.

570 Biochemistry (8)

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as PDY 570.

572 Biochemistry Laboratory (1)

Isolation and characterization of the major classes of macromolecules. Application of techniques such as centrifugation, gel filtration, electrophoresis and spectroscopy to characterize biological molecules. Three hours per week.

575 Immunology (3)

Major topics considered in this course are antibody formation, antigen antibody interactions, biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues. Same as PDY 575.

580 Medical Jurisprudence (1)

Relationship between the biomedical scientist and the legal world is explored. Explanation of the practical and ethical aspects of this relationship as it relates to the medical and non-medical world will be achieved through case studies. Same as PDY 580.

590 Gross Anatomy (5)

Study designed to expose the student to the macroscopic aspects of human morphology. Complete dissection of a cadaver will be correlated with surface anatomy, radiology and other clinical information provided in part by qualified local clinicians. Lecture and lab. Co-requisite: Neurosciences 555. Same as PDY 590.

595 Physiology (4)

Comprehensive study of systems physiology including musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and laboratory. Same as PDY 595. Prerequisites: Histology 550, Biochemistry 570: Prerequisite or Corequisite: Neurosciences 555.

600 Pathology (6)

Fundamental principles of disease processes such as tissue injury and repair, inflammation, the immune response, and neoplasia, as well as mechanisms of hemodynamic and metabolic derangement; illustrated in laboratory by means of clinical material and case studies. Lecture and lab. Prerequisite: Histology. Same as PDY 600.

605 Physical Diagnosis (2)

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Lecture and lab. Same as PDY 605.

608 Infectious Diseases (4)

Major human bacterial, viral, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 3 hours of lecture, 3 hours of lab weekly. Prerequisite: Bacteriology 530. Same as PDY 608.

620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution metabolism and excretion. Drugs are covered on a systems basis. Same as PDY 620.

ADMISSION PREREQUISITES

- Requirements for admission include a degree from an accredited college or university with a record of satisfactory academic work at the baccalaureate and/or graduate level.
- 8 semester hours of study each in General Biology, General Chemistry, Organic Chemistry, and Physics, and 6 semester hours in English.
- Applicants are expected to submit credible and current scores on the Medical College Admission Test or on the Graduate Record Examination (verbal, quantitative, analytical and advanced portions).
- Two letters of recommendation or a Health Professions Advisory report are required. A personal interview is strongly recommended.
- Foreign students must submit their scores on the Test of English as a Foreign Language (TOEFL).
- Advanced Placement is at the discretion of the Dean of the Biomedical Sciences Division. Only course work taken in accredited universities or medical colleges listed with the World Health Organization will be considered for advanced standing.

GRADUATION REQUIREMENTS

A student must have completed 36 semester hours of coursework with a minimum grade point average of 3.0 (B) with no more than 8 semester hours of C grade before he/she can sit for the qualifying examination.

Students who have satisfied those requirements must pass a qualifying examination at the completion of course work.

CANDIDACY

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

TIME LIMITATION

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

Course Descriptions — Biomedical Sciences Prefix: BMS

530 Bacteriology (3)

Physical and chemical structure of bacteria, their growth and metabolism, including modes of action of physical agents, bactericidal substances and chemotherapeutic drugs. 3 hours lecture, 2 hours laboratory weekly. Same as PDY 530.

550 Histology (5)

Study of microscopic anatomy will be made. Emphasis will be placed upon the study of cells, tissues, and organs with the aim of correlating function with structural organization. Lecture and Lab. Same as PDY 550.

553 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. Same as PDY 553.

635 Nutrition (3)

Biochemistry of nutrition, the assessment of nutriture, and the biological effects of excess or deficiency of nutrients. It will examine the identification and quantitation of requirements for calories, macronutrients and certain micronutrients. Same as PDY 635.

636 Biostatistics and Public Health (2)

Introduction to statistical methods and epidemiological concepts including such topics as Population Dynamics, Trends in Disease, and the Organization and Administration of health services, with specific reference to their application to Podiatric Medicine. Same as PDY 636.

665 Advanced Study (Credit not to exceed 6 s.h.)

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports. Weekly discussion and examinations by arrangement with instructor.

675 Research (Credit not to exceed 6 s.h.)

Research under the guidance of a faculty advisor.

School of Podiatric Medicine

Valerie A. Brunetti, D.P.M., Dean

PROGRAM

The purpose of the Doctor of Podiatric Medicine (D.P.M.) program is to academically prepare students so that when they receive their D.P.M. degree they are certified to the public as capable and trustworthy practitioners of Podiatric Medicine.

A Doctor of Podiatric Medicine specializes in the prevention, diagnosis, and treatment through both medical and surgical means, of diseases and disorders affecting the human foot. A D.P.M. makes independent judgments, administers treatment, prescribes medications, and when necessary, performs surgery.

The human foot has a highly complex interrelationship with the rest of the body, which means that it may be the first area to show signs of serious conditions such as diabetes and cardiovascular disease. The Podiatrist, often the first to detect symptoms of these disorders, becomes a vital, and sometimes lifesaving, link in the health care team. In these situations, he or she works closely with other health professionals to treat and control the disease.

There is tremendous career satisfaction experience through the many contributions a licensed podiatric physician can make as an integral part of a community health care team.

ADMISSION REQUIREMENTS

— each student's credentials must include:

Biology — 8 semester hours

General Chemistry or Inorganic — 8 semester hours

Organic Chemistry — 8 semester hours

Physics — 8 semester hours

English — 6 semester hours

All candidates are recommended to take courses in Genetics, Physiology and Biochemistry to strengthen their pre-medical background.

- A minimum of 90 semester hours of undergraduate study at an accredited undergraduate institution is required for admission. The most satisfactory preparation for admission is the successful completion of a baccalaureate degree from an accredited college of arts and sciences in the United States.
- Students must submit credible and current scores on the Medical College Admission Tests prior to matriculation.
- Three letters of recommendation or a Health Professions Advisory Report are required.
- A personal interview is required and arranged only by invitation of the Admissions Committee.
- Foreign students must submit their scores on the Test of English as a Foreign Language (TOEFL).
- Transfer or advanced standing is considered on an individual basis and at the discretion of the Dean.

In addition to the education requirements, all students must display the mental, psychological and moral character that will enable them to successfully complete the educational program, and prepare them for the professional responsibilities and privileges of a licensed Doctor of Podiatric Medicine. Applicants are encouraged to visit the office of a practicing podiatrist to discuss and observe the practice of modern podiatric medical care.

APPLICATION PROCEDURE

The Barry University School of Podiatric Medicine and the other colleges of podiatric medicine are participants in the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS).

This service allows a student to complete a single set of AACPMAS forms for any of the colleges of podiatric medicine. The service collects and collates data, computes grade point averages, and transmits copies of the application to the college/school selected on the application. Applications are secured by writing to:

American Association of Colleges of Podiatric Medicine
 6110 Executive Boulevard
 Suite 204
 Rockville, Maryland 20852
 Phone: (301) 984-9350 or toll free 1-800-922-9266
 (outside Maryland)

All inquiries or communications concerning admissions should be addressed to the Office of Admissions, Barry University, 11300 N.E. Second Avenue, Miami Shores, Florida 33161. Phone: (305) 758-3392 or toll free inside Florida 1-800-551-0586, outside Florida 1-800-621-3388.

CURRICULUM

The curriculum consists essentially of two years of basic medical sciences and two years of clinical sciences. The academic year for the first year of study runs September through May; the academic year for the second, third and fourth year runs from July 1 through May. Student attendance is expected

at all lecture, laboratory and clinical sessions and its value is built into individual final course grades. The courses are arranged so that the student moves from fundamental information on the normal structure and function of the human body in the first year to an admixture of basic and clinical science information in the second year. During the second year, as well as the third year, diagnosis of abnormalities is stressed. The third year is a blend of clinical experience and instruction, and the student begins to learn the treatment of human pathologies. The fourth year is primarily a clinical learning experience, with advanced seminars and electives, during which time the student attains further proficiency in the diagnosis and treatment of the podiatric patient. The course listings which follow represent an accurate listing at the time of this printing. Since curriculum design, course sequence and inter-relationships are under constant scrutiny, changes may subsequently occur.

M.S. DEGREE OPTION

Students have the option of obtaining a Master of Science in Biomedical Sciences degree at the conclusion of their first year of basic science study. The graduation requirements include 36 semester hours with a minimum grade point average of 3.0 (B) with no more than 8 semester hours of C grade. Students must pass a qualifying examination at the completion of course work. A student will be allowed no more than a seven-year maximum time period to complete the requirements for the M.S. Program.

B.S. DEGREE OPTION

Students who enter with a minimum of 90 semester hours of undergraduate credit have the option of obtaining a Bachelor of Science in Biology degree at the conclusion of their first year of basic science study. They must satisfy distribution course requirements.

Students who enter the program with a high school degree, and who are academically very well qualified, have the option of entering a 7-year BS/MS/DPM program.

Course Descriptions — Podiatry Prefix: PDY

Basic Sciences — Year One

525-526 Basis Operative Podiatry (2,2)

Introduction to the entire field of Podiatry with emphasis on history, didactics, and clinical features as it relates to Basic Operative Podiatry.

530 Bacteriology (3)

Physical and chemical structure of bacteria, their growth and metabolism, including modes of action of physical agents, bactericidal substances and chemotherapeutic drugs. 3 hours lecture, 2 hours laboratory weekly. Same as BMS 530.

550 Histology (5)

Study of microscopic anatomy will be made. Emphasis will be placed upon the study of cells, tissues, and organs with the aim of correlating function with structural organization. Lecture and lab. Same as BMS 550.

553 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. Same as BMS 553.

553a Ethical Foundations (1) (Prerequisite to all other modules)

Philosophical ethics; professional codes of ethics; professional responsibilities. Same as BMS 553a.

553g Health Care Delivery (1)

An analysis of the economic, structural and ideological interests that lead to numerous value conflicts within the health care system in the United States: prospective payment system and quality control, for-profit v. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as BMS 553g.

555 Neurosciences (4)

Structure and function of the nervous system and sensory organs will be discussed, including the anatomical pathways of functional systems, the interrelationships of these systems and the clinical significance of injury as observed in the patient with neurological disorders. Lecture and lab. (Corequisite: Gross Anatomy 590) Same as BMS 555.

570 Biochemistry (8)

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS 570.

575 Immunology (3)

Major topics considered in this course are antibody formation, antigen antibody interactions, biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues. Same as BMS 575.

590 Gross Anatomy (5)

Study designed to expose the student to the macroscopic aspects of human morphology. Complete dissection of a cadaver will be correlated with surface anatomy, radiology and other clinical information provided in part by qualified local clinicians. Lecture and lab. (Corequisite: Neurosciences 555) Same as BMS 590.

595 Physiology (4)

Comprehensive study of systems physiology including musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and lab. Same as BMS 595. Prerequisites: Histology 550, Biochemistry 570; Prerequisite or Corequisite: Neurosciences 570.

Basic Sciences — Year Two**600 Pathology (6)**

Fundamental principles of disease processes such as tissue injury and repair, inflammation, the immune response, and neoplasia, as well as mechanisms of hemodynamic and metabolic derangement; illustrated in laboratory by means of clinical material and case studies. Lecture and lab. Prerequisite: Histology 550. Same as BMS 600.

605 Physical Diagnosis (2)

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Lecture and lab. Same as BMS 605.

606 Orthopedic Biomechanics (2)

Introduction to the study of the functional anatomy of the lower extremity. Physical and mechanical principles as applied to the development and function of the lower extremity studied in depth, particularly in regard to gait analysis, joint reaction forces, prosthetic device and joint replacement materials.

608 Infectious Diseases (4)

Major human bacterial, viral and fungal pathogens, identification, pathogenicity, mode of transmission, treatment, methods of control. 3 hours of lecture, 3 hours of lab weekly. Prerequisite: Bacteriology 530. Same as BMS 608.

610 Clinical Neurology (2)

Emphasis on clinical presentation of disorders commonly involving nervous system with particular emphasis on neuromuscular disorders and peripheral neuropathies. Problems of nervous system such as muscular dystrophies, tumors, strokes, trauma and seizures are described.

615 Emergency Medicine I (1)

Presentation of psychomotor skills of cardiopulmonary resuscitation; mastery of which enables student to become certified in cardiopulmonary resuscitation.

618 Emergency Medicine II (2)

Provides theoretical and practical background needed to implement definitive management of the emergency condition.

620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution metabolism and excretion. Drugs are covered on a systems basis. Same as BMS 620.

622 Podiatric Pathology (6)

Emphasis on the etiologic factors and mechanisms of diseases and conditions that originate in the lower extremities or effect lower extremities as part of more extensive systemic maladies; includes importance of role of clinical laboratory as a diagnostic adjunct. Lecture and lab.

625 Lower Extremity Anatomy (5)

Provides a thorough knowledge of the relations and functions of the anatomical structures of the lower limb, using standard anatomical terminology. Information of clinical interest included where relevant.

627 Functional Orthopedics I (2)

Introduction to the fundamental principles of orthopedics/biomechanics as related to general orthopedics, podopediatrics, sports medicine, and orthotics and prosthetics.

629 Functional Orthopedics II (2)

Indepth examination of the developmental and congenital problems of the musculo-skeletal system of the lower extremities, their recognition, classification and treatment. Exposure to the fabrication of various functional orthotics. Student taught to correlate gait, static examination, and x-ray findings to gain understanding of abnormal function. Interpretation of joint examination results and subsequent treatment covered in detail. Lecture and lab.

632 General Podiatry (1)

Develops a foundation for a more indepth specialized sub-division of podiatry such as Podiatric Medicine, Podiatric Surgery and Podiatric Orthopedics.

634 Podiatric Medicine (1)

Presentation of preliminary background clinical information in lecture and lab.

635 Nutrition (3)

Biochemistry of nutrition, the assessment of nutriture, and the biological effects of excess or deficiency of nutrients. It will examine the identification and quantitation of requirements for calories, macronutrients and certain micronutrients. Same as BMS 635.

636 Biostatistics and Public Health (2)

Introduction to statistical methods and epidemiological concepts including such topics as Population Dynamics, Trends in Disease, and the Organization and Administration of health services, with specific reference to their application to Podiatric Medicine. Same as BMS 636.

638 Podopediatrics (1)

General survey of growth and development of children with emphasis on the lower extremities; with concentration on history and physical examination, diagnosis, treatment and prognosis of podiatric disorders.

640 Surgical Principles (2)

Introduction to pathophysiology related to surgery. Discussion of basic principles associated with surgery and surgical diagnosis.

642 General Skeletal Radiology (2)

Radiological approach to the evaluation of osseous and articular changes as it relates to systemic and local pathology. Description of the radiological changes and the underlying pathophysiology.

644 Dermatology (2)

Introduction to general dermatoses especially those affecting feet and lower extremities.

646 Introductory Podiatric Surgery (1)

Beginning basic principles of operating room technique as well as introduction to basic concepts of podiatric surgery.

648 Introduction to Roentgenology (1)

Description of physics and production of the radiographic image; rational for use of x-ray as adjunct to other diagnostic podiatric aids.

650 Internal Medicine (1)

Presentation of basic principles of medicine.

652 Peripheral Vascular Disease (1)

Introduction to anatomy, physiology and pathology of vascular system including emphasis on lower extremities.

The curriculum for third and fourth year is under development.

Frank J. Rooney School of Adult and Continuing Education

Sister Marilyn D. Morman, O.P., Ph.D.

Associate Vice President for Academic Affairs and Dean

The programs in the School of Adult and Continuing Education are designed for adults 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 for ten weeks within the setting of small discussion-oriented seminars during the day, in the evening, or 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.)
- Bachelor of Science in Professional Management (B.S.P.M.)
- Bachelor of Science (B.S.) with majors in:
 - Accounting
 - Economics/Finance
 - Management
 - Marketing

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 an academic counselor 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 documented 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. Up to two years of college credit (60 credits) may be awarded for professional competence based on an evaluation of the Portfolio. Professional courses taken prior to coming to Barry will be included in the 60 credits awarded for professional competence. College credit courses taken prior to coming to Barry may be counted in addition to the 60 credits. At least 30 credits must be taken at Barry University.

Liberal Arts Requirements	45 credits
Religious Studies & Philosophy	9 credits
Written & Oral Communication	9 credits
Science & Mathematics	9 credits
Social & Behavioral Sciences	9 credits
Humanities & Arts	<u>9 credits</u>
Distribution Requirements	45 credits

Professional Experience	15 to 60 credits
Remainder in electives or in areas of concentration such as Accounting, Business, Computers, Economics/ Finance, Management, Marketing, Telecommunications and Criminal Justice	<u>21 credits</u>
	120 credits

If a student wishes an area of concentration, he/she may choose from among the following:

Bachelor of Professional Studies (B.P.S.):

1. Accounting
2. Computers
3. Economics/Finance
4. Marketing
5. Management
6. Business (can include any combination of coursework
from 1 through 5)
7. Telecommunications
8. Criminal Justice

Bachelor of Liberal Studies (B.L.S.):

1. Humanities combination of Art, English, Philosophy, Religious Studies, Humanities, Speech, Theater, Language, and Music
2. Social Sciences combination of Geography, History, Political Science, Economics
3. Behavioral Sciences combination of Anthropology, Psychology, and Sociology

University policies regarding an area of concentration are as follows:

1. An area of concentration consists of no less than 21 semester hours of appropriate and approved course work.
2. 15 of the 21 semester hours must be taken through Barry University and bear Barry University course prefixes and numbers.
3. 15 of the 21 semester hours must be in upper division courses, namely, 300 and 400 level courses.
4. Only one Special Topic may be included in the 21 semester hours. The Special Topic must be directly related by name and course content to the area of concentration.
5. The course title, prefix, and number will be the determinant for course work in an area of concentration, e.g., MKT 306 "Marketing Concepts and Applications."
6. Pre-requisites must be honored.

BACHELOR OF SCIENCE (B.S.)

In Accounting, Economics/Finance, Management, Marketing. Specific requirements for these degree programs will be found in the School of Business section of this Catalog.

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 business 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. The remaining courses include a core of business 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 to be taken at Barry includes:

ENG 305 Business and Technical Writing (3)

PHI 305 Problems in Philosophy (3)

PSY 423 Industrial Psychology (3)

BUSINESS CLUSTER: (18-21 credits)

ACC 201 Financial Accounting (3)

BUS 371 Social and Ethical Issues in Business (3)

ECO 201 Principles of Economics I (3)

MGT 305 Management Concepts and Applications (3)

MGT 352 Labor and Human Resources (3)

MGT 425 Operations Management (3)

MKT 306 Marketing Concepts and Applications (3)

COMPUTER SCIENCE CLUSTER (12-15 credits)

CDP 180 Introduction to Computers (3)

MAT 152 Elementary Probability and Statistics (3)

MGT 209 Quantitative Analysis for Decision-Making (3)

MGT 400 Management Information Systems (3)

BACHELOR OF SCIENCE IN PROFESSIONAL MANAGEMENT (B.S.P.M.)

The Bachelor of Science in Professional Management degree is designed to serve the needs of the mid-level manager with eight to ten years work/professional experience, five of which have been in management-related areas. This degree will permit adult students to define and submit their managerial experiences in a documented portfolio for credit evaluation. No more than 30 credits may be earned from one's professional managerial experience.

Corequisites (12 semester hours)

CDP 180	Introduction to Computers
CS 315	Administrative Applications of Microcomputers
MAT 108	Precalculus for Administration & Management ¹
MAT 152	Elementary Probability & Statistics ¹

Business Core (15-39 semester hours)

BUS 181	Concepts of Business Behavior
ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ECO 201	Principles of Economics I
ECO 202	Principles of Economics II
MGT 209	Quantitative Analysis for Decision-Making
MGT 305	Management Concepts & Applications
MKT 306	Marketing Concepts & Applications
BUS 339	Business Law I
BUS 340	Business Law II
BUS 371	Social & Ethical Issues in Business
FIN 319	Financial Management
BUS 499	Business Policy Seminar

Major Field — Management² (18 semester hours)

MGT 352	Labor & Human Resources
ACC 361	Cost Accounting
MGT 400	Management Information Systems
MGT 409	Organizational Communication
MGT 425	Operations Management
ECO 466	International Business & Finance

Distribution Requirements (45 semester hours)

Religious Studies & Philosophy
Written & Oral Communications
Natural Science & Mathematics
Social & Behavioral Sciences
Humanities & Arts

Portfolio Credits (15-30 semester hours)³

¹Can be used to partially fulfill the Math distribution requirement.

²Students will not be permitted to enroll in management courses unless prerequisites have been fulfilled through transfer credits and/or Barry credits. Extensive professional experience in a particular area may warrant the granting of a waiver for a prerequisite.

³Students earning fewer than 30 credits from their portfolio will be required to increase course work in the Business Core.

Minimum number of credits for degree completion — 120 credits.

OFF CAMPUS LOCATIONS:

In addition to classes on the Barry University campus, the School of Adult & Continuing Education offers classes in the following Florida locations:

Dade County

Homestead Air Force Base
Eastern Airlines Education Building
Metro-Dade Computer Facility
Jackson Memorial Hospital
City of Miami Police Department
Mt. Sinai Medical Center

Broward County

North Ridge Medical Plaza
Humana Hospital Cypress
Pembroke Pines Hospital
Plantation General Hospital
Northwest Regional Hospital
Florida Medical Center
Doctors General Hospital
Broward Community College-North Campus
William McFatter Vocational School
Sun Bank Downtown Center

Palm Beach County

Rosarian Academy
Boca Raton High School
Palm Beach Gardens High School
St. Andrews School

Martin, St. Lucie and Indian River Counties

Indian River Community College campuses in Stuart, Fort Pierce, and Vero Beach

Brevard County

Satellite Beach High School

Collier County

Naples Community Hospital

INTERNATIONAL UNIVERSITY CONSORTIUM COURSES

Through membership in the International University Consortium (IUC), the School of Adult and Continuing Education offers courses which are designed especially to meet the needs of adult learners who cannot or choose not to attend classroom lecture courses. With a faculty mentor the student learns through a self-guided approach. Challenging and rewarding reading materials, writing assignments, self-assessment exercises and periodic television broadcasts are utilized rather than traditional classroom lectures.

SERVICEMEMBER'S OPPORTUNITY COLLEGE (SOC)

The Barry University School of Adult and Continuing Education has been identified by the American Association of Community and Junior Colleges as a Servicemember's Opportunity College (SOC) providing educational assistance to active duty servicemen. A SOC institution offers the following benefits for servicemembers:

1. Use of admissions procedures which insure access to higher education for academically qualified military personnel;
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the service member's program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member's program of study;
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member's program and are consistent with the college's curriculum;
5. Flexibility to service members in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balances;
6. Designation of personnel with appropriate academic qualifications and experience to administer and supervise SOC-related activities and to develop policies and procedures appropriate to the scope of their voluntary-education programs;
7. Educational services for veterans.

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 academic intensive English course designed to help non-native speakers of English to obtain proficiency in all skill areas of the language. Students also receive a cultural orientation to the U.S. and the American university system. The program has been successful in assisting individuals from most areas of the world to become proficient in the spoken and written forms of the language. The program uses the latest methods in language instruction to assure the most rapid progress possible. All instructors hold a Master's degree in English as a Second Language. PESL is a member of Teachers of English to Speakers of Other Languages (TESOL), National Association for Foreign Student Affairs (NAFSA), and has been certified for membership in University and College Intensive English Programs

(UCIEP), a consortium of the most respected intensive English programs in the U.S. Courses begin each September, January and May. Students are tested at the time of registration, and placed into one of three program levels. Each program level takes one semester to complete. Classes are held Monday thru Friday for a total of twenty-five hours each week.

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 which meet Barry University criteria 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, computer science, English, French, history, humanities, mathematics, political science, religion and Spanish.

LEGAL ASSISTANT PROGRAM

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

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

A Certificate of Achievement is awarded to each student who successfully completes the Program.

Course Descriptions:

In addition to the courses listed below, the School of Adult and Continuing Education offers courses from the School of Arts and Sciences, School of Business, and School of Computer Science.

ANTHROPOLOGY PREFIX: ANT

306 Anthropology

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 PREFIX: ART

300 Special Topic: Basic Camera

A photography course for those with little or no experience answering questions about adjustable camera operation. Usage of films, shutter speed, aperture, lenses and filters will be explored through lecture, discussion, homework and field classes. (NO DARKROOM WORK). Student must have an adjustable 35mm camera.

400 Ancient Greek Art

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.

BIOLOGY PREFIX: BIO

300 Special Topic: Human Biology

A course designed for the non-science major with an interest in the structure and function of the human body. Course will explore the relationship between the form of the body and how this form relates to function. A "who you are and how you work" course with flexibility to allow the students interest to shape the emphasis.

301 Botany

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

306 Introduction to Oceanography

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

BUSINESS PREFIX: BUS

300 Special Topic: Principles of Industrial Security Management

A study of management in context with the historical development of industrial security from the Industrial Revolution onward. Organizational behavior, organizational development and basic management form the core upon which the course is built. The subject matter expands to include perimeter security, executive protection, threat analysis, emergency and disaster control, risk analysis, kidnapping, the relationship between police and private security, and an examination of industrial security and its relationship to the law.

347 Small Business Management

Analysis of the theoretical and practical knowledge necessary to be successful in conceiving, initiating, organizing and operating a small business, emphasizing the entrepreneurial approach.

348 Personal Finance Planning

This course is designed to help students to establish both short- and long-term investment goals integrating legal accounting and investment disciplines. Among the topics discussed will be the building of assets and estate planning.

349 Business Executive Development

The Executive Development program for managers is a new, dynamic, complete training and development program designed for the new prospective and practicing managers who wish to assess, develop and strengthen their managerial abilities and skills for a successful management career.

350 Personal Income Tax

A course in Federal Income Tax for individuals covering basic tax returns plus the most commonly used schedules.

462 Public Relations

Study of various public relations media. Emphasis on cases and readings from professional journals. The historical and psychological aspects of public relations in context with and in relationship to various public media.

EDUCATION PREFIX: EDU

300 Special topic: American Education in Transition

Major areas of education change are reviewed with emphasis on the present and future. Topics include finance, management, public attitudes, instruction, curriculum, and the role of the teacher. The course is designed to provide teachers and prospective teachers with insight concerning directions American education is currently taking.

300 Special Topic: Perspectives in Education

Overview of various topics related to education. Course will be taught on seminar basis. Topics will relate mainly to elementary, secondary and high education. Areas of concentration include: a) Career Education; b) Adult Education; c) Philosophies of Education; d) Quality and Faculty Evaluations; e) Financing Education; f) Future of Education.

ENGLISH PREFIX: ENG

303 Effective Writing Skills

Opportunity to write more effectively by studying and practicing exercises to improve composition, grammar, punctuation and spelling skills.

305 Business and Technical Writing

Practicum course which stresses the appropriate forms for occupational reports, memos, letters, proposals, library research, as well as personal resumes and letters of application. The course will be attentive to the psychology and significance of personal communication as the underlying substance for all correct form.

317 Contemporary Novels and Short Stories

Study of 20th Century Novels and Short Stories concentrating on form, style and techniques particular to fiction.

318 Modern American Playwrights

Focus on important American Playwrights from the 1940's to the present day. Emphasis will be on major styles and themes, and how their 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.

ENVIRONMENTAL SCIENCE: EVS

300 Special Topic: Consumer Applied Science

This course is structured to explore the basic concepts of inorganic/organic chemistry as they can be applied to understanding the various claims of many commercial products in the market place. Guidelines will be developed to assist the student in knowing how to make better consumer choices.

300 Special Topic: The Ecology of Captive Wildlife

A survey of taxonomy, morphology, physiology and the ecology of the major vertebrate animals. Field work includes the study of local vertebrates in their captive environments.

306 Environment

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

400 Geology

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

409 Ocean World

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.

GEOGRAPHY PREFIX: GEO

402 Mysteries of the Earth

Critical analysis of the great mysteries that have captured the popular imagination by a thorough examination of facts and hypothesis 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.

HISTORY PREFIX: HIS

301 Heroes and Happenings in History

Understanding of the nature and importance of the key personalities, events, movements, and concepts in Western History from the first civilizations to contemporary times. Students will observe the impacts of great personalities on mankind while determining the causes and results of great events. Life skills of problem-solving, analysis, communication, and understanding of government will be refined by students.

314 Russian Cultural History

An 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 contest, not necessarily to justify those behaviors but to explain them.

418 Social History of the Middle Ages

This course will investigate medieval society from the perspectives of knights, peasants, city-dwellers, and clergy in an effort to reconstruct the lifestyles and mentalities of the Middle Ages. In the context of History students will refine the life skills of communication, problem-solving, analysis, understanding environment, and assessing patterns of social interaction. Color slide reproductions of medieval manuscript art will be used to illustrate most lectures.

443 History of the United States in the 20th Century I

Topical-chronological treatment of the constitutional, economic and social history of the United States in the twentieth century; first semester terminates with the New Deal.

444 History of the United States in the 20th Century II

Topical-chronological treatment of the constitutional, economic and social history of the United States in the twentieth century, second semester treats the events from 1940 to the present.

MANAGEMENT PREFIX: MGT

301 Collective Bargaining

Detailed examination of the collective bargaining system with attention given to negotiation and the administration of agreements. special consideration will be given to the impact mergers, joint ventures, government regulatory agencies, the legal environment surrounding the negotiated process and other topics.

308 Stress Management

Theories of stress and methods of control. Emphasis will be placed on attitude control, reciprocal inhibition and communication.

424 Personnel Management

In-depth study of those areas which will provide managers and personnel administrators with the expertise to develop and manage the human resources to achieve organizational goals. Areas of concentration will include recruiting, selection, training, manpower planning, wage and salary administration.

MATHEMATICS PREFIX: MAT

301 Modern College Math

Nature and application of mathematics for Liberal Studies students. Topics selected from arithmetic, algebra, geometry, logic, numeration systems, probability, statistics and consumer math.

MUSIC PREFIX: MUS

301 Music Appreciation

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

321 History of Jazz

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

PHILOSOPHY PREFIX: PHI

301 Contemporary Moral Issues

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

305 Problems in Philosophy

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.

307 Philosophy of Human Relations

Concepts of sexuality and love from a philosophical standpoint. A historical overview of sex with contemporary theories by Freud, Marcuse.

309 Great Issues in Philosophy

Examination of some of the classical issues of philosophy, such as Is there a God? Does man have free will? What is the Self? How can we decide what is moral? What is the proper relationship between man and government?

311 Philosophy of Success

Beliefs about what success is and how to achieve it plays a large role in the lives of most Americans. This course, philosophically, examines several views regarding what constitutes success and what must be done in order to be successful.

315 Philosophy of the Mind

Current theories of mind, brain and mind-body relationships. This approach is humanistic and holistic. Various philosophers and therapists from Socrates to Skinner will be discussed.

346 Philosophy of Leadership

Genres of Philosophy extant in the business and administration world; their meanings concerning power and leadership and what the ultimate concern and end result may be.

413 Philosophy of Religion

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

PSYCHOLOGY PREFIX: PSY

301 Psychology of Drug & Alcohol Abuse

General orientation to psychopharmacology; the relationship between behavior and the actions and effects of drugs; terminology of drugs and drug use: prevention and treatment programs: psycho-legal aspects.

326 Psychology of Personality

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

329 Understanding & Coping with Stress

Exploration of the roles of stress and illness; Immunology and Endocrinology with help in evaluating one's own level of stress. Effective techniques for alleviating stress and features the development of the holistic health movement are described. Meditation, Autogenic training, bio-feedback, nutrition and exercise to prevent disease are highlighted.

330 Leadership Training and Human Relations

Analysis of the human factors in organizations and small groups. Structured and non-structured activities will be used to develop group and personal effectiveness. Course objectives include: leadership styles, communication, problem-solving, decision-making, membership, establishing goals, and group norms.

331 Counseling Techniques for Managers

Overview of counseling techniques that should be useful for managers and others. The course will draw from a variety of disciplines, including sociology, psychology, and management theory.

410 Group Dynamics and Decision-making

Exploration of group intimacy, solidarity of groups, group problem-solving, the individual within a group, leadership development and splinter group formations.

414 Dynamics of Family Living

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

RELIGIOUS STUDIES PREFIX: REL

301 New Testament Studies

This course will propose to enlarge our understanding of the New Testament of the Bible through study of the historical, literary, cultural and religious factors which surround, influence, and form its composition, and the events which it describes, as well as the truths it teaches and proclaims. Emphasis will be placed on the examination of the Word itself.

305 Biblical Covenant

This course will attempt to explore the Old Testament revelation of the plan and promise of our Creator; the mission of the Prophets; the fulfillment of these in Jesus, and the applications for ourselves and our society.

316 New Testament as Literature

Introduction to the general student to new Testament writings principally the Four Gospels and The Acts of Apostles. It will attempt to present a consensus of biblical scholarship, focusing on literary features of the New Testament such as construction, characterization, viewpoint, setting, historical background and imagery as well as authorship theories, intent or purpose of the writers, and probable audience.

350 Communication of the Word

Advanced communication skills with special emphasis on the communication of Sacred Scripture. The course will endeavor to improve the understanding of the communication process; provide practice in oral reading of the scripture, and preaching and teaching as well as group discussion techniques.

412 Contemporary Religious Thought

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

SOCIOLOGY PREFIX: SOC

300 Special Topic: Focus on Nutrition/Wellness

Exploration of the basis concepts of nutrition science, guidelines for making food choices, and some techniques for meeting the challenge of the information explosion.

300 Special Topic: Law and Society-Your Legal Rights

An individual's interaction with societal laws. The course was developed to equip people to deal with everyday legal problems.

301 American Family

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

305 Issues in Culture

Topical course to determine the role that culture has played in developing and influencing man's behavior. Our perceptions of economics, religion, family life, employment, aging, law and numerous other aspects of culture will be studied and discussed.

309 Roots of Civilization

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

415 Women in Contemporary Society

Historical development of women as a basis for their distinctive position in society today. Emphasis is placed on their lateral/horizontal progress in the realms of the economy, society and cultural development. Gender definition and dynamics of the patriarchal system are examined.

417 Sociology of Death and Dying

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

SPEECH PREFIX: SPE

301 Effective Communication

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

303 Voice & Articulation

A course designed to help each student speak more expressively with greater vocal and variety and clarity. Each student will receive a complete voice and diction analysis and will work both individually and in groups to achieve effective voice production and correct individual speech problems.

312 General Speech

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

402 Oral Communication

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

403 Oral Interpretation

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

THEATRE PREFIX: TH

300 Special Topic: Comic Theater

Exploration of the comic theatre from the Greek comic art of Aristophanes to the sophisticated present day comedy of Neil Simon. The many uses of comedy through the ages will be examined and the ways in which these plays reflect the hopes, desires, and problems of a particular society.

304 Creative Dramatics

A course for adult, non-drama majors interested in developing confidence, creativity, spontaneity, and other communication skills. It will include practice in improvization, role playing, and character development for personal growth and enjoyment, as well as some study of drama for cultural enrichment.

Descriptions for the following courses offered through the School of Adult and Continuing Education will be found under the designated School:

ARTS AND SCIENCES

ART	409, 410
ENG	306, 312, 315, 325, 326, 407, 425, 460
GEO	308
HIS	400, 403, 404, 436
MAT	108, 109, 152
MUS	317
PHI	152, 308, 313, 320, 453, 456
POS	301, 309, 403, 404
PSY	306, 325, 382, 409, 423, 449
REL	305, 337, 465, 466
SOC	263, 324, 372
TEL	310, 340, 420, 440, 490
TH	439, 440, 441

BUSINESS

ACC	201, 202, 335, 336, 361, 362, 435, 437
BUS	181, 339, 340, 371, 499
ECO	201, 202, 316, 351, 430, 466
FIN	319, 454
MGT	209, 305, 352, 400, 409, 425
MKT	306, 381, 382, 383, 384, 402

COMPUTER SCIENCE

CDP	180, 204, 301, 302, 305, 310, 325, 350, 380, 400, 405, 412, 413, 425, 428, 433, 438, 440, 488
CS	180, 200, 201, 205, 210, 250, 255, 301, 302, 307, 315, 340, 350, 355, 360, 370, 375, 399, 400, 401, 402, 403, 404, 410, 415, 418, 420, 425, 430, 435, 440, 450, 475, 499

School of Arts & Sciences

Undergraduate Programs

Andre Cote, Ph.D., Dean

Eileen McDonough, Ed.D., Associate Dean

The School of Arts and Sciences is distinctive through its concern for value-oriented programs, its promotion of the traditional liberal arts, and its response to varied careers, interests, and needs. Through its academic programs and co-curricular activities, the School provides enriching aesthetic, cultural, and intellectual dimensions to the University.

The School of Arts and Sciences offers a wide variety of majors and programs, under diverse approaches and methodologies. It includes traditional as well as career-oriented courses, creative activities, an honors program, and a cross-cultural program.

The School of Arts and Sciences includes six departments: Communications, English and Languages, Fine Arts, Physical and Mathematical Sciences, Religious Studies and Philosophy, Social Sciences. The School offers 25 undergraduate majors as well as additional courses in ten support areas. Besides this diversity of disciplines, the School also encourages a variety of approaches and methodologies; modules, team-teaching, interdisciplinary courses, independent study and research, lab and studio work, internship, recitals, exhibitions, film and text courses.

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. Six art credits count toward the required liberal arts distribution. 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.	B.F.A. (Education)
Art History	12	9
Art Studio	54	45
Liberal Arts Distribution	39 (45)	39 (45)
Electives (Non-Art)	15	-
Certification Requirements	<u>-</u>	<u>28</u>
	120 Credits	121 Credits
Art Minor	21 Credits in Art Studio and/or Art History	
AV/Graphic Design Minor	21 Credits (ART 101B, 203, 303, 205, 305, 307, 308)	

B.A. Photography (see PHOTOGRAPHY)

Photography Minor - 21 credits in Photography.

ART MANAGEMENT

The B.A. in Art Management provides course work and experience directed towards managing an art facility. The program includes a business minor and credits in mathematics and communications. The integrative experience is an internship (ART 499). The minimum grade of C is required in all major and minor courses.

The program of study is as follows:

Major (36 credits)

ART 101A, 101B, 209, 210, 399, 499, Studio Electives (12 credits), Art History Electives (6 credits).

Corequisites (15 credits)

CDP 180	Introduction to Computers
MAT 108	Precal Math for Business
MAT 152	Elementary Probability and Statistics
COM200	Introduction to Mass Media
COM362	Principles of Public Relations

Minor in Business (21 credits)

BUS 181	Concepts of Business Behavior
ACC 201	Financial Accounting
ECO 202	Principles of Economics
MGT 305	Management Concepts and Applications
MKT 306	Marketing Concepts and Applications
FIN 319	Financial Management
MGT 409	Organizational Communication or MKT 382

Course Descriptions — Art Prefix: ART

101A Basic Drawing (3)

Beginning theory and application of basic drawing materials, techniques, and concepts. (\$32 fee)

101B 2-D Design (3)

Introduction to basic two-dimensional design concepts, theory and techniques through the study of the principles and elements of art. Color theory and linear perspective will be included in this study. (\$32 fee)

102A Intermediate Drawing (3)

The study of the structure, anatomy, and expressive design of the human form using a variety of drawing media and techniques. Prerequisite: ART 101A. (\$32 fee)

102B 3-D Design (3)

Introduction to the theory, concepts, and creation of three-dimensional art through a variety of building processes, materials, and techniques: Prerequisite: ART 101B. (\$32 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. (\$32 fee)

203 Basic Photography (3)

Introduction to the camera and black and white darkroom procedure; emphasis on technique rather than aesthetics. (\$32 fee)

205 Introduction to Graphic Design (3)

An introduction to graphic design using type and visual symbols. Projects include advertisements, logos, and posters using state of the art equipment. Prerequisites: ART 101A, 101B. (\$32 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 Jewelry and Metals I (3)

Basic techniques of handcrafting metal forms; emphasis on cutting, soldering, polishing and setting stones. (\$32 fee)

232 Jewelry and Metals II (3)

Traditional and contemporary enameling techniques; emphasis in cloissone and forming metal. (\$32 fee)

241 Potter's Wheel I (3)

Introduction in the use of the potter's wheel as a primary forming technique of the potterartist. (\$32 fee)

242 Potter's Wheel II (3)

Advanced problems in wheel throwing and handbuilding techniques; greater participation in kiln firing cycles. Prerequisite: Art 241. (\$32 fee)

261 Beginning Painting (3)

Introduction to the painting medium with emphasis on the seeing and painting of value, color, and composition. Prerequisite: ART 101A. (\$32 fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (\$0 to \$32 fee)

301 History of Art/Photography (3)

An overview of the evolution of photography from its invention in the 1800's up to contemporary experimental work.

303 Intermediate Photography (3)

Projects involving types of light and character-portraits allow the student to creatively define techniques of basic photography; new areas such as hand coloring, toning, high contrast ortho film and solarization are explored. Prerequisite: Art 203. (\$32 fee)

304 Color Photography (3)

Introduction to printing in color, with emphasis in color theory and quality color darkroom techniques to prepare the student for continuation into Advanced Photography. Prerequisite: Art 303 (\$32 fee)

305 Intermediate Graphic Design (3)

Further exploration into designing for advertising, publishing, and printing. Field trips and guest lectures are also included in this course. Prerequisite: ART 205. (\$32 fee)

307 Audio Visual Production I (3)

Operation of programmable two-projector dissolve unit with sound synchronized narration, music/sound effects to produce a complete slide/sound presentation. Prerequisite: ART 205 and ART 303. (\$32 fee)

308 Audio Visual Production II (3)

Advanced techniques in AVP with additional emphasis upon conception research and production of professional quality presentations. Prerequisite: ART 303 and ART 307. (\$32 fee)

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: Art 203 (Same as JOU 315.) (\$32 fee)

331 Jewelry and Metals III (3)

Techniques of casting metal; emphasis on centrifugal, vacuum and steam processes. Prerequisite: Art 231 or 232. (\$32 fee)

341 Claybody Formulation (3)

Extensive study and investigation of the properties of various claybodies and how they relate to specific types of forms. Prerequisite: Art 241 or 242 (\$32 fee)

342 Glaze Calculation (3)

Students will explore various types of glazes and their temperature ranges and apply these findings to the appropriate clay forms. Prerequisite: Art 241 or 242 (\$32 fee)

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval. (\$0 to \$32 fee)

361 Intermediate Painting (3)

Intermediate study of the painting medium with emphasis on concepts, styles, and techniques. Prerequisite: ART 261. (\$32 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. (\$32 fee)

399 Facilities Management (3)

In-depth study of the theoretical and ethical issues confronting art managers. Topics include funding, budgets, contracts, management applications and marketing. Prerequisites: Junior status and departmental approval.

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. Prerequisite: Art 203, 303, . (\$32 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, non-silver processes, or even an inter-disciplinary merging of the other media offered in the Fine Arts Department. Prerequisite: ART 403. (\$32 fee)

405 Advanced Graphic Design (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. (\$32 fee)

406 Design Workshop (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 Chairperson. (\$32 fee)

409 History of Art, the Renaissance (3)

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

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

Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in European art and architecture studies 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. (\$32 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. (\$32 fee)

461 Advanced Painting (3)

Advanced painting problems with special emphasis on the development of individual expression, concept, materials, and philosophies; instruction is on an individual basis to suit the students needs. Prerequisite: ART 261. (\$32 fee)

462 Advanced Drawing (3)

Advanced drawing problems with special emphasis on the development of individual expression, concept, materials, and philosophies; instruction is on an individual basis to suit the students needs. Prerequisite: ART 102A. (\$32 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 on the classroom situation. Required for certification in grades K-12. Prerequisite: Candidacy in the School of Education.

487 Seminar (3)

492 Workshop (1-3)

499 Internship (3)

On-site experience in a commercial gallery, museum, or approved organization. Prerequisites: Senior status and department approval. Requires a minimum of 120 hours.

ATHLETIC TRAINING

The Athletic Training major is an interdisciplinary program that requires the completion of 39 credit hours in specific courses as well as some prerequisites included in the distribution requirements.

Distribution

ENG 111	Freshman Composition & Literature	3
ENG 112	Techniques of Research	3
SPE 101	Fundamentals of Speech	3
Philosophy/Religion		9
Humanities/Art		9
BIO 230	Human Anatomy	4
CHE 152	Intro to Organic & Biological Chem	4
MAT 108	Precal Math for Business	3
PSY 281	Intro to Psychology	3
Social Science		<u>6</u>
		47

Major Coursework

ATR 201	Basic Athletic Training	3
ATR 301	Advanced Athletic Training	3
ATR 304	Physiology of Exercise	3
ATR 328	Kinesiology	3
ATR 408	Adapted Physical Education	3
ATR 499	Clinical Experience (800 hours)	8
BIO 240	Intro to Human Physiology	5
BIO 300	Personal Health	3
DIN 217	Nutrition in Clinical Care	3
PHE 268	First Aid and CPR	<u>2</u>
		36

Upper biennium courses are offered on a two-year cycle.

The integrative experience is distributed over a two-year period. All course requirements for certification by NATA are included in this program. Upon completion of this program, students are required to pass the NATA examination for certification. The minimum grade of C is required in all major courses.

Course Descriptions — Athletic Training Prefix: ATR

201 Basic Athletic Training (3)

Application of standard first aid techniques to personal injury in sports; basic techniques of taping, exercise, and remedial activity.

301 Advanced Athletic Training (3)

Advanced techniques of taping, exercise and remedial activity. Prerequisites: BIO 230, 240.

304 Physiology of Exercise (3)

Bodily response to exercise; to include an appreciation of the significance of scientific research in the area of experts of exercise in the cell. Prerequisite: BIO 230, 240.

328 Kinesiology (3)

The study of human movement from the point of view of the physical sciences; study of the human body as a machine for the performance of work. Prerequisite: BIO 230, 240.

408 Adapted Physical Education (3)

Study of programs, facility, and equipment for the handicapped person with relation to sports and recreation. Cooperative arrangements with local facilities providing individualized education of the physical.

499 Clinical Experience (8)

The student will spend 800 hours in field experience under the direct supervision of an athletic trainer. Four semesters required.

CHEMISTRY

Students electing a chemistry major should have a satisfactory background in high school chemistry and a minimum of 3½ 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 MAT 111, 211-212 and PHY 211, 212 (preferred) or PHY 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 CHE 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 10 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. Offered in BEC program only.

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 212 or 202, Mathematics 211.

356, 357 Physical Chemistry (3) (3)

Quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisite: Chemistry 355 or permission of Department, Physics 212 or 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. (\$42 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 and Candidacy in the School of Education. Tutorial.

259, 459 Independent Research (3) (3)

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

COMMUNICATION ARTS

Communication Arts is a major offering a broad background in modes of human communication. It is designed to have an interdisciplinary approach to the study of communication. The program allows students to pursue their interests in human communication, television programming and production, electronic journalism, interactive communication, and in the management of communication systems.

Emphasis is on electronic media production and programming, public relations and electronic advertising, legal and policy issues, and management of the applications of electronic communication media. Students are introduced to the broad field of electronic mediated communication and the social, economic, and political impacts of the technologies on society.

Students are encouraged to take courses in related fields, i.e., computer science and business, as well as in liberal arts. Internships for qualified students are encouraged as a means of integrating practical experience and knowledge gained in the classroom environment.

The major requires a minimum of 30 hours in the area of communications and 9 credits in each of two of the following elective areas; journalism, photography, theatre, French, Spanish, English (beyond the freshman level). The minimum 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 and 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 Writing for the Media (3)

Writing for the electronic media with emphasis on skills necessary for successful media communication. Course deals primarily with practical applications.

214 Television Production (3)

Studio production theory and practice; hands-on experience in basic production, direction and technical operations of a studio. Prerequisite: COM 200.

301 Practicum I (1)

Developing skills in media settings. Credit is awarded for direct media activity. Prerequisites: 3 credit in Media and permission of instructor.

360 Case studies in Public Relations (3)

The detailed analysis of the utilization of principles and techniques of public relations in a variety of contemporary situations and the practical application of those principles and techniques in a real situation. Prerequisite: COM 362.

362 Principles of Public Relations (3)

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

401 Studio Practicum II (1)

Continuation of COM 301. Prerequisites: COM 301 and permission of instructor.

441 Internship (3-6)

Communication techniques involving practical experience under professional guidance and critique. Prerequisites: Senior standing and permission of instructor. Requires a minimum of 120 or 240 hours. Major GPA 3.0.

470 Seminar in Communications (3)

Identification and examination of a selected topic(s) in media.

491 Television Direction (3)

Operation of television studio facilities, script writing and direction of basic television formats. Directing exercises and individual projects including planning, producing, directing and crew work. Prerequisite: COM 214.

493 Message Into Medium (3)

Techniques of planning and preparing basic messages for the radio and television media. Methods of reaching desired audiences, shaping messages into appropriate broadcast formats, development of concepts into storyboards and simple scripts.

495 Communications Law (3)

Studies in the current laws governing the broadcasting and cable industries. Role of the FCC; requirements concerning audience ascertainment, libel, privacy and First Amendment issues. Same as JOU 495.

496 Electronic Media Advertising (3)

Targeting the market in radio, television and cable advertising; planning the ad campaign, buying and selling air time. Experience in preparing commercial copy and field market surveys.

497 Media Management (3)

Radio, television and new technologies from an organizational standpoint; research into technical and social topics relevant to the evolution of the industry into its present form; specific study of management functions. Development of policy manual required.

498 Broadcast Journalism (3)

Principles of good journalism applied to electronic gathering. Extensive practice in field reporting and writing news copy. Prerequisite: COM 204.

ENGINEERING

A dual degree program has been established between Barry University and the University of Miami whereby an undergraduate student, after completing the academic requirements of the two cooperating institutions, will be awarded a bachelor degree from Barry University and one of the several designated engineering bachelor degrees from the University of Miami.

The student in the dual degree program will attend Barry University for approximately three years, completing a minimum of 90 credit hours with

a GPA of 2.5 or above. These hours will include all general education requirements, prerequisites for engineering, and most of the requirements for a related major at Barry University.

It is expected that in most cases the student in this program will complete a Barry major in either mathematics or computer science. Please see the Mathematical Sciences section of this bulletin for a recommended course sequence in mathematics.

The engineering prerequisites for the dual degree program are those described under Pre-engineering.

Following the Barry University component of the program, dual degree candidates attend the University of Miami for approximately two years and are eligible to enter any of the following degree programs:

- Architectural Engineering
- Civil Engineering
- Electrical and Computer Engineering
- Engineering Science
- Industrial Engineering
- Mechanical Engineering

On completion of the program, the student will be awarded a bachelor degree in the selected major from Barry University and a bachelor degree in engineering from the University of Miami.

ENGLISH

The program for a student who desires to major in English consists of a minimum of 30 credits beyond the required freshman courses in writing and includes 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.

Placement in composition classes is determined by diagnostic testing required at the time of first enrollment from all new undergraduate students (freshmen, transfer, non-degree).

Course Descriptions — English Prefix: ENG

090 Pre-Entry English (3)

This course prepares students to take ENG 103; a variety of learning strategies are used, including programmed materials, CAI, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/NC option only.

103A Basic English: Composition (3)

Intensive study of English, the course emphasizes practice in writing skills (does not fulfill distribution or degree requirements). CR/NC option only.

103B Basic English: Reading (3)

Intensive reading instruction; continuing evaluation of student's progress (does not fulfill distribution or degree requirements). CR/NC option only.

111 Freshman Composition and Literature (3)

Writing of short papers and readings in literature.

112 Techniques of Research (3)

Readings; writing of research paper.

211 Technical Writing (3)

Writing projects which include letters, memos, long and short reports, and case studies.

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 in techniques and criticism of work in progress.

310 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.

325, 326 American Literature (3) (3)

American letters from the Colonial period to the present.

403 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.

407 Shakespeare (3)

Shakespearean plays showing the author's artistic development. Same as TH 407.

410 Advanced English Grammar (3)

Analysis of English grammatical structures; emphasis on modern descriptive analysis.

411 Rhetorical Theories (3)

History of rhetoric from the Greco-Roman period to the contemporary; attention given to major figures, texts, and movements; introduction to contemporary theories of composition.

416 Techniques for Teaching Composition (3)

Writing as a mode of learning; integrating instruction in reading and writing; creating and implementing a course.

420 Medieval Literature (3)

Major literary works of the Middle Ages to 1485.

421 Renaissance Literature (3)

Major literary works of the Renaissance, from Wyatt through Milton.

423 Restoration and Eighteenth - Century Literature (3)

Major literary works of the Restoration and eighteenth century, from Dryden to Johnson.

425 Advanced American Studies (3)

Selections from American Literature.

429 English Studies (3)

Selected literary topics, figures, and genres.

432 Nineteenth - Century Literature (3)

Major literary works of the nineteenth century.

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.

359, 459 Independent Study (3) (3)

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

460 Twentieth-Century Literature (3)

Selected works of the twentieth century.

476 Teaching of English in the Secondary School (2-3)

Problems confronting teachers of English in the secondary school, organization of courses, standards or criticism, sources of materials and textbooks, and methods of teaching. Prerequisite: Candidacy in the School of Education.

487 Intensive Seminar (3)

Research under direction of instructor.

492 Workshop (1-3)

Problem-solving approach to a particular area of literature or written composition.

499 Internship (3)

Opportunity for approved student majoring in English to utilize job skills while working under supervision at a local business. Unsalariated. Requires a minimum of 120 hours.

FRENCH

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 students are placed according to their level of proficiency. Requirements for a French major are 30 credits beyond the elementary level, 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 expected to take the following courses; FRE 301, 302, 305, 306, 379. A minor in French requires a minimum of 21 credit hours.

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)

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.

325 Introduction to Translation and Interpretation (3)

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

379 French Culture and Civilization (3)

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

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 a Descartes, Corneille, Pascal, Moliere, Racine, Mme. de Sevigne, La fontaine, and La Bruyere.

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

Focus in 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, test and materials; use of the language laboratory. Prerequisite: Candidacy in the School of Education.

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) passing a departmental exam 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; I & II (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.

111 The Americas: A Comparative Study I (3)

Comparative treatment of both North and South America, emphasizing colonial systems, culture, religion, forms of government, economic, social and racial issues. The approach will be both conceptual and chronological. (Freshmen and sophomores only)

112 The Americas: A Comparative Study II (3)

Comparison of revolutions, civil wars, continuing racial issues, economy and the impact of the Industrial Revolution on both areas. Some countries of the Caribbean, Central and South America will be treated as well as the United States. (Freshmen and sophomores only)

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 (3)

Survey of the historical evolution of Russia with emphasis on either Czarist Russia or the USSR, including the development of revolutionary, economic, military, political and social institutions.

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.

388 History of the Caribbean (3)

Survey of the history of the main island nations of the Caribbean; emphasis on their historical, cultural, and political dependency on colonial powers.

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 to present (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.

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. Prerequisite: Candidacy in the School of Education.

487 Seminar (3)

Intensive research under direction of professor.

359, 459 Independent Study (3)

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. (Special course fee)

INTERNATIONAL STUDIES

International studies is an interdisciplinary major for students interested in global political, social, cultural, and economic affairs. The first of these emphases concerns relations among nations and the role of the international political system, and entails study of international relations, comparative government, and other concentration in political science and history. A second, and related, concern is with international political economy, trade and aid, and other aspects of world business and economics. The third complementary focus is on sociological, anthropological, and humanities studies aimed at greater understanding of other societies and cultures; the latter component includes studies in languages, literatures, philosophy, and religion.

The major prepares students for graduate study in virtually any of the sub-disciplines covered. It is a good preparation for law school, teaching, or eventual service in international business, government, or nongovernmental relief agencies.

The program of study shown below indicates usual minimal requirements; however, students should consult their advisor for other course selections appropriate to their region of interest. The program of study minimally includes:

1. Language proficiency is required in English to the level of ENG 312 and in Spanish to the level of SPA 350.
2. Major and distributive requirements (60 hours) in philosophy, composition, humanities, social sciences and mathematics should include: ENG 111-112; PHI 152, 302 or 122-123; ENG 313-314 or SPA 313-314; SPA 317, 370; HIS 102, 201-202, 386; POS 100, 325, 395, 396; SOC 201, 372; MAT 108, 152.
3. The remaining distributive requirements (12 hours) are fulfilled through an elective in each of these areas: Art, Religious Studies, Science, Speech.
4. The business component (30 hours) will include: CDP 180; BUS 181; ACC 201-202; ECO 201-202, 351, 466; MGT 305; MKT 306.
5. In their remaining coursework, (18 hours) students are urged to strengthen each of the business, sociocultural, and political dimensions of the program.
6. The integrative experience will consist of a research paper as approved by the program advisor. The minimum grade of C is required in all major courses.

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 208, 242, 345, 346. The remaining courses may include JOU 315, 343, 371, 470; ENG 310: Advanced Grammar; ENG 312: Expository Writing; BUS 382: Advertising.

Course Descriptions — Journalism Prefix: JOU

208 Techniques of Reporting (3)

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

242 News Writing (3)

Thorough groundwork in news gathering and writing. Prerequisite: JOU 208 or equivalent.

309 Sports Writing (3)

Practical experience in developing an acceptable sports writing style. Topics included are: interviewing, providing background information, preparing articles on sports related topics.

315 Photojournalism (3)

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

343 Laboratory Practice (1-3)

Developing technical skills for newspaper production in a workshop situation; credit is awarded only when achievement has been documented. Prerequisite: at least 3 credits in journalism and permission of instructor.

345 Copy Editing (3)

Headline writing, editing, cut-lines, copy-processing. Prerequisite: JOU 208 or equivalent.

346 Layout (3)

Page make-up, typography, photo-cropping; designed to familiarize students with the language, tools and philosophy of newspaper layout. Prerequisite: JOU 208 or equivalent.

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.

495 Communications Law (3)

Relationship of mass media to society; responsibility, regulations and philosophy. (Same as COM 495)

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 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.

MATHEMATICAL SCIENCES

Requirements for a major in Mathematical Sciences are MAT 211, 212, 213, 314, 331, 332, 352, 452; MGT 209; CDP 488; PHY 151 or 201-202; two Computer Science courses.

Students planning to major in Mathematical Sciences with Computer Science concentration add four Computer Science courses.

Students planning to major in Mathematical Sciences with secondary certification add MAT 321, 476 and delete MGT 209, CDP 488.

Students planning to major in Mathematical Sciences under the dual degree program should see Engineering.

The minimum grade of C is required in all major courses. A mathematical sciences major also must satisfy a departmental assessment.

Mathematical sciences majors are encouraged to develop a related field such as Biology, Accounting, Chemistry, Computer Science, Education or Psychology.

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

Placement in mathematics classes is determined by diagnostic testing required at the time of first enrollment from all new undergraduate students (freshmen, transfer, non-degree).

Course Descriptions — Mathematics Prefix: MAT

090 Pre-Entry Math (3)

This course prepares students to take MAT 100; a variety of individualized learning strategies are used, including programmed materials, CAI, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/NC option only.

100 Preparatory Mathematics (3)

Preliminary course for students who wish to begin a program which requires a mathematics course but do not qualify for admission to the course; may not be taken after successful completion of any mathematics course at the university. Does not fulfill distribution or degree requirements. CR/NC option only.

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 Business (3)

Equations and inequalities; systems of equations and inequalities; vectors and matrices; logarithmic and exponential functions; graphs. Prerequisite: MAT 100 or satisfactory score on placement test.

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 functions 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. Prerequisite: MAT 100 or satisfactory score on placement test.

201 Fundamentals of Mathematics I (3)

Logic, sets, and whole numbers; fundamentals of arithmetic of whole numbers; algorithms of whole numbers; extensions of whole number systems; equations and inequalities; metric system; emphasis on problem solving.

202 Fundamentals of Mathematics II (3)

Informal plane and space geometry and measurement; metric system; coordinate geometry; introduction to probability and statistics; introduction to computers; emphasis on problem solving. Prerequisite: MAT 201 or equivalent.

211 Calculus I (4)

Introductory calculus; limits 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.

250 Discrete Mathematics (3)

Elements of number theory; sets, functions and relations; logic, truth tables and logic circuits; methods of proof and mathematical induction; permutations and combinations; graphs, trees and Boolean algebra. Prerequisite: Precalculus mathematics or departmental approval.

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, applications. Prerequisite: MAT 212.

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)

Introduction to probability and statistics: descriptive statistics; probability; special distributions; statistical inference; applications from a variety of fields. Prerequisite: MAT 211.

452 Probability and Statistics II (3)

Introduction to the theory of probability and statistics: properties of distribution functions for discrete and continuous random variables; multivariate probability distributions; functions of random variables; nonparametric statistics. Prerequisites: MAT 213, 352.

476 Teaching Mathematics in the Secondary School (3)

Prerequisite: 21 credits in mathematics including calculus and Candidacy in the School of Education.

359, 459 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 in applied music, music education, or liturgical music. A minor in music is also offered. A minimum of 22 credits is required for a minor, including MUS 109, 110, 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.

	Applied Music	Music Education	Liturgical Music
Music Theory	17	17	17
Applied	16	10	10
History	9	9	9
Ensembles	10	10	10
Conducting	3	3	3
Other Music	<u>5</u>	<u>12</u>	<u>12</u>
Major	60	61	61
Distribution	39	39	39
Non-Music Courses	<u>21</u>	<u>24 (Edu)</u>	<u>20</u>
Total Credits	120	124	120

Music majors frequently elect to take additional courses in music (i.e. music education and ensembles); such courses in music are beyond the usual degree requirements and cannot be substituted for the non-music electives.

Additional Requirements

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

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

All majors are required to attend a designated 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 completed a Departmental Comprehensive Examination during the final semester.

A minimum grade of C is required in major courses.

MUSIC MANAGEMENT

The B.A. in Music Management provides course work and experience directed towards managing a music facility. The program includes a business minor and credits in mathematics and communications. The integrative experience is an internship (MUS 499). The minimum grade of C is required in all major and minor courses. The program of study is as follows:

Major (36 credits)

MUS 109, 110, 316, 317, 318, 399, 499, Applied Music Electives (12 credits), Ensemble Elective (3 credits).

Corequisites (15 credits)

CDP 180	Introduction to Computers
MAT 108	Precal Math for Business
MAT 152	Elementary Probability and Statistics
COM 200	Introduction to Mass Media
COM 362	Principles of Public Relations

Minor in Business (21 credits)

BUS 181	Concepts of Business Behavior
ACC 201	Financial Accounting
ECO 202	Principles of Economics
MGT 305	Management Concepts and Applications
MKT 306	Marketing Concepts and Applications
FIN 319	Financial Management
MGT 409	Organizational Communication or MKT 382

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.

120/320 Liturgical Choir (1)

An ensemble dedicated to the performance of sacred music.

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 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.

201 Practical Issues in Local Church Music (3)

How to conduct a meeting/Role playing; organizing volunteers; promoting of music ministry; Latin; How to conduct a rehearsal; weekly practice in an on campus liturgy.

207 Sightsinging I (1)

Introduction to sightsinging and ear training. Prereq: music sight reading ability.

208 Sightsinging II (1)

Continuation of sightsinging and ear training. Prerequisite: 207

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.

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.

311 Orchestration (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 Survey of the Pre-Classical and Classical Periods (3)

Historical development of music with emphasis on the Baroque and classical period.

322 A,B,C. General Musical Liturgies (1-3)

Organized in modules. This course delves into specific denominational liturgies and their musical requirements. Content of the module may change each semester and is announced during the semester prior to registration. Typical modules include Catholic, Lutheran, Presbyterian and or Jewish Liturgies.

335, 338 Applied Music (1 or 2)

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

359 Independent Study (3)

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.

399 Facilities Management (3)

In-depth study of the theoretical and ethical issues confronting music managers. Topics include funding, budgets, contracts, management applications and marketing. Prerequisites: Junior status and departmental approval.

401 Monuments of Liturgical Music (3)

Survey of important music liturgies from ancient to modern times.

476 Music in the Secondary School (3)

Study of the junior and senior high music programs; for music education majors only. Prerequisite: Candidacy in the School of Education.

484 Developing a Church Music Program (2)

Developing a music ministry through programs for children, youth and adult choirs, congregational singing and other special groups. Prerequisite: 384.

487, 490 Applied Music (2)

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

499 Internship (3)

On-site experience in a commercial recording studio, with a professional music agency, or with an approved organization. Prerequisites: Senior status and department approval. Requires a minimum of 120 hours.

ORIENTATION**Course Description — Orientation Prefix: ORI****100 Freshman Seminar (1)**

Skills essential to academic and personal success are presented. These include resources; time management; study skills; diagnostic testing; career planning, value clarification. CR/NC option only. Open to freshman and new students only.

PEACE STUDIES

In the May 1983 pastoral letter "The challenge of Peace: God's Promise and Our Response," the American bishops wrote:

We urge universities, particularly Catholic universities in our country to develop programs for rigorous, interdisciplinary research, education and training directed toward peacemaking expertise.

As a response to this mandate, the School of Arts and Sciences offers an interdisciplinary minor in Peace Studies. The minor requires a minimum of 21 credits and includes courses from each of the disciplines listed below:

POS 325	International Relations
POS 395	International Organizations
POS 412	Conflict Resolution
PHI 292	Ethics
PHI 321	Philosophy of Peace and War
PHI 347	Social Philosophy
REL 121	The Experience of God
REL 214	Contemporary Christian Morality
REL 327	Theology of Peace and Justice

PHILOSOPHY

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

A minor in Philosophy requires a minimum of 20 credits.

Course Descriptions — Philosophy Prefix: PHI

122 Thought of Spain and the Americas I (3)

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

123 Thought of Spain and the Americas II (3)

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

151 Discovering Philosophy (3)

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

152 Methods of Reasoning (3)

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

283 Philosophical Psychology (3)

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

292 Ethics (3)

Nature of the human good; moral good and evil; moral habit; law and obligation; the ultimate end of human nature; critical analysis of moral systems; discussion of selected contemporary ethical issues.

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.

306 Philosophers and God (3)

Philosophical investigation of approaches to God from human reason and experience. Selected classical and contemporary philosophical positions on the existence and nature of God; faith and reason; mystical and religious experience; human response to the transcendent; human language and God; miracles; the problem of evil.

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.

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.

321 Philosophy of Peace and War (3)

Classical and contemporary philosophical analysis of peace, war, and conflict between individuals, groups, and nations. Discussion of ethical questions concerning the initiation and the conduct of conflict, revolution, and war. Analysis of nonviolent resolution of disputes, of proposals for solving the problem of war, and of pacifism. Ethical aspects of nuclear weapons employment and the contemporary nuclear weapons dilemma.

347 Social Philosophy (3)

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

355 Philosophy of Politics (3)

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

365 Advanced Argument Analysis (3)

In-depth analysis of various types of argument, including those in knowledge theory and ethics, which relate to professional and social issues; verbal puzzles; categorizing schemas. Prerequisite: PHI 152.

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.

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. Prerequisite: 453a.

453c Limitation of Reproduction (1)

Ethical issues relating to birth control, sterilization, and abortion with reference to social, psychological, biological, and legal aspects. Prerequisite: 453a.

453d Ecological and Environmental Ethics (1)

Ethical study of the effect of human intervention in the manipulation of the environment; epidemiological and moral consequences of ecological imbalance; pollution industrial health regulations. Prerequisite: 453a.

453e Human Experimentation (1)

Ethical aspects of clinical investigation; organ transplanation; informed consent to participation in research; institutional guidelines on human research; behavioral research; research on prisoners; mental patients, children, and fetuses. Prerequisite: 453a.

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. Prerequisite: 453a.

453g Health Care Delivery (1)

An analysis of the structural and ideological interests that lead to numerous value conflicts within the health care system of the United States; DRG's cost containment vs. care containment; corporatization of medicine; patient transfers; plight of the medically indigent; medicalization; malpractice; societal and personal responsibilities regarding health care. Prerequisite: 453a.

453i Population Ethics (1)

Population trends and public policy; relationships existing between development, environment, and population; ethical aspects of population control. Prerequisite: 453a.

453j Clinical Setting and Interaction (1)

An analysis of the various life-worlds which inform the health care professional and influence role interaction, care process and patient outcome; paternalism vs. autonomy; truth telling; patients' rights; informed consent; patient abandonment; institutional neglect; patient advocacy. Prerequisite: 453a.

453m Mental Health (1)

An analysis of the numerous structural forces, principles, concepts and indices affecting the delivery of care to the mentally ill and warranting ethical reflection; models of illness; labelling; deinstitutionalization; intrusive therapy; societal obligations; right to treatment; right to refuse treatment; incompetency; Baker Act; Civil Rights of Institutionalized Persons Act (CRIPA). Prerequisite: 453a.

456 Modern and Contemporary Philosophy (3)

Major ideas of selected modern and contemporary thinkers in the context of their origin, development, and influences 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.

PHOTOGRAPHY

The Photography major explores the creative photographic image and uses this as a vehicle for self-expression and visual communication.

Students seeking a Bachelor of Arts (B.A.) with a major in photography must complete a minimum of 30 credit hours in photography which will include 21 credits of the photography core. To demonstrate high professional standards, graduating photography majors must participate in a senior exhibition. This also fulfills the University's requirement for an integrative experience. A minimum grade of "C" is required in all major courses.

Photography Core (21 credits)

- ART 101B 2-Dimensional Design
- ART 203 Basic Photography
- ART 301 History of Art/Photography
- ART 303 Intermediate Photography
- ART 304 Color Photography
- ART 403 Advanced Photography I
- ART 404 Advanced Photography II

Additional Courses (9 credit minimum)

- ART 300 Basic Camera Operation
- ART 300 Pinhole Photography
- ART 300 View Camera and Studio Photography
- ART 315 Photojournalism
- ART 359 Independent Study
- ART 459 Independent Study

While still maintaining its creative identity, the photography major may be combined with a minor of a related discipline to provide the student with a versatile and practical program of study. Some recommended minors are A.V. Graphic Design, Communication Arts, Journalism, and Business.

21 credits are needed for a minor in Photography

The University reserves the privilege of retaining student photographs 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.

See ART for course descriptions.

PHYSICAL EDUCATION

The program of courses focuses on general fitness and lifetime sports. Offering diversity in choice, the program provides instructional and recreational experiences available to the entire University community. Courses are designed to promote physical and mental well-being through the development of lifestyle that includes physical activity. 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 life-long recreational involvement. 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 (\$15.00), bowling (\$30.00), canoeing, (\$10.00), fencing (\$20.00), golf, judo and self-defense, physical fitness, sailing (\$50.00), skin and scuba diving, (\$50.00), swimming and tennis (\$15.00).

205, 206 Intermediate Activities (1-8)

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

264 Lifesaving (Advanced) (1)

Personal safety, self-rescue, and rescue of others in, 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.

268 First Aid and CPR (2)

American Red Cross Standard First Aid and Personal Safety course. 21 hours and 8 hour course in Cardio Pulmonary Resuscitation.

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, pre-engineering 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 desiring 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. (\$40 fee each)

211, 212 University Physics (4) (4)

Calculus based physics including mechanics, heat, wave phenomena, electricity and magnetism, optics, modern physics; for pre-engineering students and for students of science and mathematics desiring a calculus based physics course. 3 hours lecture. 3 hours laboratory. Prerequisite: MAT 211. (\$40 fee each)

313 Statics (3)

Principles of statics, rigid body equilibrium, trusses, frames, machines, friction, moments of inertia. Prerequisites: PHY 211, MAT 211.

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, 309, 325, 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 499). Students majoring in Political Science are strongly urged to carry a minor in history or English. Also recommended are MAT 152, PHI 355, and ECO 201-202.

Requirements for minors are 21 credits, including POS 100, 301, 325 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 and political practices of the central agencies of authority in the United States. Prerequisite: POS 100.

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 content; 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, 307.

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 economic 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 I to 1870 (3)

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

404 American Diplomatic II 1870 to Present (3)

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

408 Inter-American Relations (3)

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

409 Research Methodology (3)

Study of the relationship between theory and research; experimentation; field observation; scale construction; data analysis and interpretation. Prerequisite: MAT 152. Same as SOC 409.

412 Conflict Resolution (3)

A study of contemporary approaches to structuring world peace; focus on nuclear deterrence, arms control, diplomacy, and negotiation. Prerequisite: POS 100.

425 Political Theory (3)

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

429 Public Administration and Policy (3)

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

437 European Diplomatic History to 1945 (3)

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

466 Political Development (3)

Analysis of the crisis of modernization and the political economy of development in less developed countries; role of elites and problems 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. Requires a minimum of 120 or 240 hours.

PRE-ENGINEERING

Students planning to study engineering can prepare at Barry University. Completion of the pre-engineering program will allow a student to apply for transfer directly to the third-year program of an engineering school.

Required courses are PHY 211-212, CHE 111-112, MAT 211, 212, and 213, ENG 111-112, engineering graphics, and other courses in computer science. Additional required courses will be determined by the engineering area the student plans to pursue and will include courses from the following list: MAT 314, 152 or 352, PHY 313, CHE 243-244, ECO 201, BIO 101, 111, or 116, and additional courses in computer science. In addition to the above requirements, pre-engineering students will also take liberal arts courses in religion, philosophy, humanities and/or social sciences. (12 hours, usually one course per semester.) Some students will need a preparatory year of study including MAT 109-110 or 111, CHE 110, and language courses before taking the required courses listed above.

Early in their Barry pre-engineering Program students will be encouraged to contact specific engineering schools for specific pre-engineering requirements. Transfer to the engineering school is competitive and the physical and mathematical sciences department will advise each student individually. See also the dual degree program described in this catalog under Engineering.

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. The pre-law major specifically aims for breadth of knowledge and considers its interdisciplinary components an excellent preparation for students not only to achieve a satisfactory LSAT score, but also to ensure sufficient preparedness to perform successfully at any professional law school.

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

REL 214; PHI 152, 365; MAT 152; ENG 111, 112, 312; SPE 104; PSY 281; SOC 370; POS 100, 301, 307-308; HIS 101-102, 201-202; ECO 201-202; ACC 201, 202.

Recommended courses are:

ANT 243; BUS 339-340; ECO 430; HIS 400, 441; PHI 292, 308, 347, 453; POS 499; SOC 263, 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 Admission Test.)

A major in pre-law combines the distribution (45 credits) and the major (42 credits) into a 87-credit interdisciplinary program as shown below. The remainder of the program is comprised of 33 credits in electives.

Distribution and Major

Science & Math	9
Humanities	9
Communications	12
Rel. Studies & Philosophy	12
Business & Economics	15
Social Sciences	30
TOTAL	87

PRE-PHARMACY

The student planning to study pharmacy can take up to two years of pre-pharmacy at Barry University. The curriculum in the School of Arts and Sciences, under the direction of the Department of Physical and Mathematical Sciences is made up of courses required in the first two years by most institutions granting the bachelor degree in pharmacy. These will include CHE 111, 112, 243, 244; PHY 201, 202; MAT 11; BIO 112, 116. Admission to these courses presumes adequate high school preparation. Students less well prepared will require a preliminary course in chemistry and, possibly, in mathematics.

Barry's pre-pharmacy program prepares the student to take the Pharmacy College Admissions Test (PCAT) and to apply to a College of Pharmacy. Pre-pharmacy students are expected to inform themselves of the specific requirements of the school to which they plan to transfer. Admission remains competitive.

PSYCHOLOGY

The psychology major requires 30 credits in addition to MAT 152. The required courses include PSY 281, 320, 333, 382, 413, 490. The student is permitted wide flexibility in the choice of the remaining elective courses from the various sub-specialties of psychology.

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.

Psychology minor (21 cr.): PSY 281, 320, 382, 413, and 9 elective credits within the discipline.

PSY 281 is a prerequisite to all other psychology courses.

Course Descriptions — Psychology Prefix: PSY

281 Introduction to Psychology (3)

Survey of general principles underlying human behavior, including 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 Tests and Measurements (3)

Testing instruments in clinical, educational, and industrial settings. Prerequisite: MAT 152.

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 Introduction to 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 developments from conception through maturity, with emphasis on physiological, cognitive and affective processes at the various stages of development.

413 Abnormal Psychology (3)

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

423 Industrial Psychology (3)

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

449 Adolescent Psychology (3)

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

452 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of the personality disorders common to the child and adolescent. Prerequisite: PSY 382.

455 Adult Development (3)

Study of developmental theories, constructs, and research methods as these contribute to an understanding of normative development from late adolescence through late adulthood. The course focuses on applying this knowledge to the amelioration of personal and social problems in adulthood. Prerequisite: PSY 382.

459 Independent Study (1-3)

Opportunity for independent research on a topic of special interest to the student. Departmental approval required.

490 Physiological Psychology (3)

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

496 Techniques of Therapy (3)

Theories and techniques of individual psychotherapy, behavior modification and group approaches. Prerequisite: PSY 325, 413 or permission of instructor.

PUBLIC RELATIONS

Public Relations is a practical field of study complementing any major (whether it be from the School of Arts & Sciences, Business, Education, Nursing, Computer Science, or the Division of Biological and Biomedical Sciences) where communication is essential. The minor requires a minimum of 24 semester hours selected from the four categories below. (A maximum of 9 hours of course work in a student's major may be applied toward the Public Relations minor.

GROUP I — Basic Overview of Public Relations — 6 credit hours required.

- COM 200 Introduction to Mass Media
- COM 362 Principles of Public Relations

GROUP II — Writing — 6 credit hours required.

- COM 204 Writing for the Media
- COM 498 Broadcast Journalism
- ENG 211 Technical Writing
- ENG 312 Expository Writing
- JOU 208 Techniques of Reporting
- JOU 242 News Writing

GROUP III — Graphics — 9 credit hours required.

- ART 101B 2-D Design
- ART 203 Basic Photography
- ART 205 Graphic Design I
- ART 307 Audio-Visual Production I
- ART 308 Audio-Visual Production II

GROUP IV — Performance — 3 credit hours required.

- COM 360 Case Studies in Public Relations
- COM 441 Internship

In addition to taking the required 24 semester hours from the above four categories, it is recommended that the student take additional coursework from the following:

- MAT 152 Elementary Probability and Statistics
- BUS 181 Concepts of Business Behavior
- CDP 180 Intro to Computers
- COM 214 Television Production
- COM 496 Electronic Media Advertising

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 (21 cr.) are REL 122, 214, 305, 337, 407, 408, 487. The minimum grade of C is required in all major courses.

Students majoring in Religious Studies may specialize in Systematic Theology, Religious Education or Liturgy.

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 in the basic doctrines, ideals and practices which comprise the historic Jewish faith from the traditional and non-traditional points of view. (This course is offered as a Resident Lectureship sponsored by the Jewish Chautauqua Society in honor of Shepard 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 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 Christianity sacramental worship.

234 Contemporary Judaism: Modern Jewish Thought (3)

Survey of the religious movements in modern Jewish life; Orthodox, Conservative, Reform, Reconstructionism, Chassidism and Existentialism. An analysis of the thought of contemporary Jewish philosophers: Hermann Cohen, Franz Rosenzweig, Martin Buber, Leo Baeckm, Mordecai Kaplan, Abraham Heschel, Richard Rubinstein.

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 the world; role of Christian family in society; pastoral plan of ministry in family life.

327 Theology of Peace and Justice (3)

The course is meant to explore the issues of peace and justice as fundamental concerns of Christianity today. Building on the foundation of scripture, Roman Catholic (and other churches') documents on these topics, students will explore the questions being asked today and some of the responses proposed.

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.

338 The Church (3)

The Church as it emerges from New Testament times; development of different theological models of Church, with special emphasis on understanding the Church today in the light of Vatican Council II.

340 Church in the Modern Period (3)

Historical study of the church in the modern period (18th - 20th century), emphasizing the impact of the enlightenment, French Revolution, church-state relations, and tensions between episcopacy-papacy in this period. The unique American Catholic experience will also be studied.

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 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, covenant, 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.

417 Revelation, Faith and Grace (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 in 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)

Documents of 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 educational, psychological, and catechetical theory and practice to religious education; catechetical materials in current media. For majors only. Prerequisite: Candidacy in the School of Education.

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)

The following courses are offered in connection with the Archdiocesan Certification program:

141 Teaching Religion in the 80's (1-3 credits)

142 Introduction to Sacraments (1-3 credits)

152 Introduction to Scripture (1-3 credits)

153 Foundations of Catholic Faith (since Vatican II) (1-3 credits)

160 Sacraments of Christian Initiation (1-3 credits)

161 The Church in Vatican Council II Documents (1-3 credits)

162 Prayer: Liturgical and Personal (1-3 credits)

163 Justice as Dimension of the Gospel (1-3 credits)

- 170 Coordinating the Religious Education Program (1-3 credits)
171 RCIA: Rite of Christian Initiation of Adults &
Evangelization (1-3 credits)
172 Evangelization: Implications for Religious Education (1-3 credits)

SOCIAL SCIENCE

A minor in Social Science (21 credits) includes six of Political Science (including POS 301); 6 of Geography (including GEO 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

Sociology is the scientific study of human social behavior. It studies the processes and patterns of individual and group interaction, the forms of organization of social groups, the relationships among them, and group influences on individual behavior.

The Sociology program offers a major in the field, with the option of a concentration in urban-ethnic studies. Departmental offerings are supplemented through affiliation with the Urban Studies Institute at Barry University. A major in Sociology requires 30 credits, including SOC 201, 370, 409, and 423. MAT 152 (Statistics) is a prerequisite to SOC 409. Students who wish to pursue the urban-ethnic concentration should take SOC 324, SOC 407, and SOC 499. Students interested in pursuing a Master's in Social Work (MSW) may include classes in Social Work as part of the Sociology major.

Requirements for a minor in Sociology are 21 credits including SOC 201, 370, 409 and 423.

Requirements for graduation include: (1) earning a minimum grade of C in all major courses, (2) satisfactory Internship evaluation for urban-ethnic concentrators, (3) a satisfactory GRE score in Sociology, or a departmental comprehensive.

Course Descriptions — Sociology Prefix: SOC

201 Introduction to Sociology (3)

Scientific study of human behavior focusing on social organization and the processes and patterns of individual and group interaction.

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. Consideration given to the Functionalist; Social Disorganization; Anomie; Value Conflict and Labeling Perspectives. References to the politics of deviance.

300 Special Topics (3)

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

324 Urban Sociology (3)

Consideration given to urban geography and ecology; development of western cities, the American city in terms of stratification, race, power and major urban problems.

342 Sociology of Health Care (3)

This course is essentially an investigation of the economic and sociological rationalities that presently inform health care policy and illness behavior in the United States.

370 Social Psychology (3)

Review of major theories; group structure and dynamics in terms of interpersonal influence; cognition; motivation; attitude formation and change; and human communication. 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.

407 Race and Ethnicity (3)

Study of sociological perspectives in minority-majority relations; assimilation ideologies; dynamics of prejudice and discrimination; biological, historical and sociological data on race; survey of American minorities.

409 Research Methodology (3)

Study of the relationship between theory and research; experimentation; field observation; surveys; scale construction; data analysis and interpretation. Prerequisite: MAT 152. Same as POS 409.

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.

499 Internship (3)

Internship experience under qualified supervision. Requires a minimum of 120 hours.

SPANISH

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 objective 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 School of Arts and Sciences is required.

All students are placed according to their level of proficiency. Requirements for a Spanish major are 30 credits distributed beyond the elementary level in the discipline, including 18 credits in the upper division. Students planning to teach add SPA 476. A minimum grade of C is required in all Spanish courses and a departmental examination is required for graduation.

The Spanish program offers a minor with a minimum of 21 credit hours in Spanish.

Course Descriptions — Spanish Prefix: SPA

101, 102 Elementary Spanish (3) (3)

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

203, 204 Intermediate Spanish (3) (3)

Intensive review of Spanish pronunciation and grammatical patterns; recognition and active handling of aural comprehension and oral production, as well as reading and writing. Language laboratory hours required. Prerequisite: SPA 102 or equivalent.

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 to interests.

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 Introduction to Translation and Interpretation (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. Prerequisite: Candidacy in the School of Education.

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. Prerequisite: Candidacy in the School of Education.

SPORTS INFORMATION

The Bachelor of Science (B.S.) in Sports Information is a 33 credit interdisciplinary program that includes a core of basic courses in writing and public relations. The program takes advantage of offerings in mass media, advertising, journalism, photography, and broadcasting. It also provides coursework and experiences directed specifically toward managing information for athletic programs. The integrative experience is an internship (COM 441) that provides the opportunity to relate basic skills to the needs of the Sports Information Specialist.

Students are urged to minor in Journalism, Public Relations, Fine Arts (photography/graphics), or English.

The minimum grade of C is required in all major courses. The course of study is as follows:

Major

COM 200	Intro to Mass Media
COM 360	Case Studies in PR
COM 362	Principles of PR
JOU 208	Techniques of Reporting
JOU 309	Sports Writing
SMA 339	Legal Aspects of Sports

SMA 487 Sports Seminar

COM 441 Internship

3 additional courses from one of three areas shown below:

Broadcasting:

COM 204 Writing for the Media

COM 214 Television Production

COM 491 Television Direction

Photography/Graphics:

ART 101B 2-D Design

ART 203 Basic Photography

ART 303 Intermediate Photography

Journalism:

JOU 242 News Writing

JOU 315 Photojournalism

JOU 470 Seminar in Journalism

SPORTS MANAGEMENT

The B.S. in Sports Management includes a core of basic courses in business, communication, mathematics and psychology as well as coursework and experience with specific application to athletic training and recreational management. SMA 499 meets the integrative experience requirement. The minimum grade of C is required in all major courses. The program of study is as follows:

Distribution

ENG 111, ENG 112, SPE 101	9
Philosophy/Religion	9
Humanities/Art	9
MAT 108, MAT 152, BIO 220 or BIO 230	10
PSY 281, ECO 201, ECO 202	9
	<hr/>
	46 Credits

Prerequisites

COM 200	3
CDP 180	3
ACC 201, ACC 202	6
	<hr/>
	12 Credits

Major:

MGT 305 Management Concepts and Applications	3
FIN 319 Financial Management	3
COM 360 Case Studies in Adv. or MKT 382	3
COM 362 Principles of P.R. or MKT 306	3
PSY 370 Social Psychology	3

PHE 268	First Aid & CPR	3
SMA 221	Sports and Recreation Management	3
SMA 324	Facilities Management	3
SMA 339	Legal Aspects of Sports	3
SMA 487	Seminar (culminating, integrative)	3
SMA 499	Internship	3

33 Credits

Electives

29 Credits

TOTAL

120 Credits

Course Descriptions — Sports Management Prefix: SMA

221 Sports and Recreational Management (3)

Organization and administration of groups and individuals in sports and recreation; application of theories of management and administration to sports and recreation.

324 Facilities Management (3)

To include knowledge of the various types of indoor and outdoor facilities, fiscal management, technological advances in equipment, planning of facilities.

339 Legal Aspects of Sports (3)

Legislation affecting both amateur and professional sports; legal ramifications of various aspects of sports administration.

487 Seminar (3)

Coursework to include integration of MGT 305, FIN 319, COM 360, COM 362, PSY 370 with SMA courses and application of major knowledges to successful management of sports and recreation.

499 Internship (3)

Senior level supervised experience in amateur or professional sports management. Requires a minimum of 120 hours.

TELECOMMUNICATIONS

The Bachelor of Science Degree in Telecommunications consists of 120 semester hours, requires thirty semester hours (30 s.h.) in the Telecommunications Department and requires a minor (21 s.h.) in Computer Science with corequisite courses in business and statistics (12 s.h.)

The program emphasizes oral, written, and interpersonal skills, communication and marketing, technical understanding of information and telecommunications systems. Program goals are to meet the needs of public and private organizations by developing the student's understanding of the dynamics and the applications of telecommunications systems. Emphasis is on quantitative and technical skills, the legal and policy issues, and the international issues and applications of telecommunications. COM 441 Internship fulfills the integrative experience requirement.

Major (30 Credits)

- TEL 310 Telecommunication Concepts
- TEL 340 Introduction to Telephony
- TEL 420 Telecommunications Systems
- TEL 440 International Telecommunication
- TEL 490 Telecommunications Final Project
- COM 200 Introduction to Mass Media

- COM 441 Internship
- COM 470 Seminar in Communications
- COM 495 Media Law
- COM 497 Media Management

Corequisites (12 Credits)

- *MAT108 Precal Math for Business
- *MAT152 Elementary Probability & Statistics
- BUS 181 Concepts of Business Behavior
- *ECO 202 Principles of Economics

*** Can be used to partially fulfill distribution requirements.**

Minor in Computer Science (21 Credits)

- CS 180 Intro to Computer Science
- CS 400 Managing the Automated Office
- CS 410 Data Base Management
- CS 418 Managing Computer Resources
- CDP 204 Basic Programming
- CDP 440 Data Communications
- CDP 425 Computer Communication

Course Descriptions — Telecommunications Prefix: TEL

310 Telecommunications Concepts (3)

An historical study of the technological, commercial, and political facets of communications from the development of electrical communications to modern times. Basic principles dealt with are telephony, radio and television, and communication systems of the present. Legal and regulatory issues are introduced.

340 Introduction to Telephony (3)

Principles of design and operation of basic voice networks. Essential elements of speech, video, data and images are examined as electrical signals. The theory of modulation and multiplexing are introduced. Transmission systems.

420 Telecommunications Systems (3)

Design of a telecommunications system that supports voice, video, data and images. Study of the switched telephone network. Transmission systems layout and major design elements are considered. Satellite and cable systems are examined in a broad context.

440 International Telecommunications (3)

Examination of relationships between the U.S. government entities and international organizations in developing international telecommunications policies and standards. The international issues of transborder data flow, satellite space slots, frequency usage, and other issues will be presented. A research paper is required.

490 Telecommunications Final Project (3)

Arranged between students and advisor to develop a final project that is both comprehensive and analytical in a specific area of telecommunications. Final project is undertaken in the senior year only.

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.

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.

A major requires 41 credits, including TH 105, 106, 155, 156, 185-386, 290, 291, 307, 323, 391, 392, 439, and 440.

A minor requires a minimum of 21 credits, including TH 155 or 156, 185 or 186, 290 or 291, 307, 323, 391, 392 or 393, 439 and 440 or 441.

Students seeking certification in education must add Education 151, 318, 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.

THEATRE MANAGEMENT

The B.A. in Theatre Management provides course work and experience directed towards managing a theatre facility. The program includes a business minor and credits in mathematics and communications. The integrative experience is an internship (TH 499). The minimum grade of C is required in all major and minor courses. The program of study is as follows:

Major (36 credits)

TH 155, TH 185, TH 186, TH 391, TH 392, TH 393, TH 399, TH 439, TH 440, TH 499, Theatre Electives (11 credits).

Corequisites (15 credits)

CDP 180	Introduction to Computers
MAT 108	Precal Math for Business
MAT 152	Elementary Probability and Statistics
COM200	Introduction to Mass Media
COM362	Principles of Public Relations

Minor in Business (21 credits)

BUS 181	Concepts of Business Behavior
ACC 201	Financial Accounting
ECO 202	Principles of Economics
MGT 305	Management Concepts and Applications
MKT 306	Marketing Concepts and Applications
FIN 319	Financial Management
MGT 409	Organizational Communication or MKT 382

Course Descriptions — Theatre Prefix: TH

105 Theatrical Movement (1)

Introduction to basic dance forms for beginners; includes exposure to beginning ballet, jazz, and 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, 186 Theatre Production (2) (2)

Introduction to theatre production with emphasis on basic construction of sets and properties.

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 characterization, interpretation with special emphasis on scene study in laboratory conditions; further investigation of voice and movement, dialects and creative dramatics.

285, 286 Theatre Production (2) (2)

Techniques of stage management with practical application in productions. Prerequisite: TH 185, 186.

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.

385, 386 Theatre Production (2) (2)

Advanced design/construction and technician responsibilities. Prerequisite: TH 185, 186, 285, 286.

390 Stage Costume Design and Construction (2)

Techniques of sewing and costume design and rendering; pattern drafting and construction. Additional lab time. Prerequisite: Permission of Instructor.

391 Stage Lighting (2)

Basic theory and practical application of lighting for the stage. Additional lab time required.

392 Scene Design (2)

Basic theory and practical design techniques and types of material used in theatre set design and construction. Additional lab time required.

393 Sound Design (2)

Theory, use and operation of sound equipment for theatre productions and studio recording applications. Additional lab time required.

399 Facilities Management (3)

In-depth study of the theoretical and ethical issues confronting managers. Topics include funding, budgets, contracts, management application and marketing. Prerequisites: Junior status and department approval.

407 Shakespeare (3)

Shakespearean plays showing the author's artistic development. 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. Same as ENG 439, 440.

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.

487 Seminar (3)

Extensive exploration of a particular topic relevant to theatre.

459 Independent Study (3)

Opportunity in research in areas of interest to student.

492 Workshop (1-3)

Special interest area developed from student and community requests.

499 Internship (3)

On-site experience in a professional theatre or with an approved organization. Prerequisites: Senior status and department approval. Requires a minimum of 120 hours.

School of Arts & Sciences

Graduate Programs
Andre Cote, Ph.D., Dean

The School of Arts and Sciences offers the following graduate degrees:

- Clinical Psychology, M.S.
- English, M.A.
- Jewish Studies, M.A.
- Pastoral Ministry for Hispanics, M.A.
- Religious Studies, M.A.
- Telecommunications, M.S.
- Telecommunications Management, M.S.
- University Studies, M.A.

The general policies that follow apply to all graduate programs in the School of Arts and Sciences.

ADMISSION REQUIREMENTS AND POLICIES

- Bachelor's degree from a regionally accredited college with at least a 3.0 grade point average (B) as indicated by transcripts.
- An adequate undergraduate preparation in the selected program area (usually 18 hours, subject to review and approval by the department chairperson).
- An acceptable score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
- Two letters of recommendation attesting to the applicant's ability to pursue graduate work in his/her selected program.

Specific admission prerequisites and program requirements are listed under each degree.

TRANSFER CREDITS

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate 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.

CANDIDACY

Requirements for candidacy are completion of 15 credit hours of graduate study with a scholastic average of at least B, recommendation by the faculty, and approval of the Dean of the School.

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 originates at the office of the Department Chairperson.

Master of Science Clinical Psychology

Richard Schaeffer, Ph.D., Coordinator

The Master of Science in Clinical Psychology was first offered in fall 1982. The program responds to the increased needs 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 REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p. 134
- Also prerequisites in abnormal psychology, developmental psychology, tests and measurements, and theories of personality (12 undergraduate credit hours)
- Also a satisfactory score on the GRE (aptitude test).

GRADUATION REQUIREMENTS

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

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

REQUIRED COURSES (36 semester hours)

PSY 590	3 s.h.	Physiological Psychology
PSY 596	3 s.h.	Techniques of Therapy
PSY 601	3 s.h.	Introduction to Clinical Psychology
PSY 602	3 s.h.	Clinical Psychopathology
PSY 605	3 s.h.	Statistics
PSY 610	3 s.h.	Clinical Assessment I — Intelligence Testing
PSY 611	3 s.h.	Clinical Assessment II — Personality Testing (Prerequisite, PSY 602)
PSY 615	1 s.h.	Clinical Ethics (Prerequisite, 30 s.h.)
PSY 616	3 s.h.	Experimental Design (Prerequisite, PSY 605)
PSY 623	2 s.h.	Psychopharmacology (Prerequisite, PSY 590)
PSY 650	3 s.h.	Masters Project (Prerequisites, PSY 605, PSY 616)
PSY 665	6 s.h.	Clinical Practicum (Prerequisite, completion of all course work; 39 s.h.)

ELECTIVES (9 semester hours)

- PSY 552 3 s.h. Child and Adolescent Psychopathology
PSY 555 3 s.h. Adult Development
PSY 595 3 s.h. Substance Abuse
PSY 598 3 s.h. Advanced Topic Seminar
PSY 620 3 s.h. Behavior Modification
PSY 624 3 s.h. Family Therapy
PSY 625 3 s.h. Advanced Personality
PSY 632 3 s.h. Child and Adolescent Psychotherapy
PSY 633 3 s.h. Psychoanalytic Psychotherapies
PSY 635 3 s.h. Group Therapy

Course Descriptions — Psychology Prefix: PSY

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

552 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of the personality disorders common to the child and adolescent.

555 Adult Development (3)

Study of developmental theories, constructs, and research methods as these contribute to an understanding of normative development from late adolescence through late adulthood.

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.

595 Substance Abuse (3)

Consideration 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.

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 Psychology (3)

History of the field of clinical psychology. Introduction to the clinical methods of assessment and therapy and exploration of current professional issues.

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 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 intellectual assessment techniques including: WAIS-R, WISC-R, and Stanford-Binet. Prerequisites: PSY 596, 601.

611 Clinical Assessment II — Projective Techniques (3)

Administration, scoring, and interpretation of projective instruments such as Rorschach TAT, CAT Sentence Completion etc. Prerequisite: PSY 596, 601, 602.

615 Clinical Ethics (1)

Consideration of issues of confidentiality, competence, interprofessional relations, and other ethical questions in research and applied settings. Prerequisite: 30 s.h.

616 Experimental Design (3)

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

620 Behavior Modification (3)

Rationale and application of contemporary behavioral therapy modalities.

623 Psychopharmacology (2)

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

624 Family Therapy (3)

Review of family history, concepts, pathology, and approaches to family treatment. Research on family dynamics and the effects of family treatment will be considered. Prerequisite: PSY 601.

625 Advanced Personality (3)

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

632 Child and Adolescent Psychotherapy (3)

Treatment modalities used in dealing with behavioral aberrations in children and adolescents. Prerequisites: PSY 552, 596, 601.

633 Psychoanalytic Psychotherapies (3)

Consideration of classical, psychoanalytic and neo-Freudian treatment procedures. Prerequisites: PSY 596, 601, 602.

635 Group Therapy (3)

Introduction to the theories, practice and research findings of group psychotherapy. Issues will be explored through readings and participation in an ongoing group. Leader interventions will be analyzed in terms of integrating group process and intrapersonal phenomena. Prerequisite: PSY 596, 601, 602.

650 Master's Project (3)

Supervised, independent research project. Prerequisite: PSY 616.

665 Clinical Practicum (6)

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills will be practiced. Prerequisite: completion of all course work. 39 s.h.

Master of Arts English

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

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

To meet the needs of students, the program has been developed with two tracks of study. Track I offers the traditional concentration in literature. Track 2 provides a concentration in rhetoric and composition, although it includes literature courses. Track 2 is designed for students who wish to teach writing at the secondary school or two-year college level. Both tracks may be followed on a part-time basis. Most courses are offered in the evening.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p. 134.
- Also an acceptable score on the Miller Analogies Test (for Track 2 students) or on the Advanced Test of Literature in English of the GRE (for Track 1 students)

PROGRAM AND REQUIREMENTS

Track 1: Literature Concentration

Students choose between 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 Chair, 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 Chair 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.

Students must take 24 credit hours from these four areas:

1. **Theory and Method Courses:** A minimum of 6 credits, which must include ENG 602, Literary Theory and Criticism; and ENG 604, Critical Approaches to Literature.

Period Courses: A minimum of 9 credits, selected from the following courses:

- ENG 520 Medieval Literature
- ENG 521 Renaissance Literature
- ENG 523 Restoration and Eighteenth-Century Literature
- ENG 525 Advanced American Literature
- ENG 532 Nineteenth-Century Literature
- ENG 560 Twentieth-Century Literature

3. **Author Courses:** A minimum of 6 credits, which must include ENG 507, Shakespeare, and one of the following courses:

- ENG 620 Age of Chaucer
- ENG 621 Renaissance Studies
- ENG 623 English Classicism
- ENG 634 Major Writers

4. **Genre Courses:** A minimum of 3 credits, selected from ENG 529, English Studies; and ENG 603, Seminar in English Studies

The remaining 6 credits may be fulfilled by writing a master's thesis or by completing two courses of the student's choice.

Track 2: Rhetoric and Composition Concentration

Students will fulfill these requirements for the 30-credit program:

Fifteen credits in rhetoric and composition: ENG 516, Techniques for Teaching Composition; ENG 616, Teaching Composition Practicum; and three electives chosen from ENG 503, History of the Language or ENG 607, Historical/Comparative Linguistics; ENG 510, Advanced English Grammar; ENG 511, Rhetorical Theories; ENG 609, Foundations of Writing.

Fifteen credits in graduate literature courses; nine credits will be in Period Courses (see above); three credits in literary criticism (see above, Theory and Method Courses); and three credits in a literary genre (see above, Genre Courses).

A research paper whose topic was initiated within ENG 616 Teaching Composition Practicum.

Course Descriptions — English Prefix: ENG

All courses numbered 500 are open to qualified undergraduates.

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)

Shakespearean plays showing the author's artistic development.

510 Advanced English Grammar (3)

Analysis of English grammatical structures; emphasis on modern descriptive analysis.

511 Rhetorical Theories (3)

History of rhetoric from the Greco-Roman period to the contemporary, attention given to major figures, texts, and movements; introduction to contemporary theories of composition.

516 Techniques for Teaching Composition (3)

Writing as a mode of learning; integrating instruction in reading and writing; creating and implementing a writing course.

520 Medieval Literature (3)

Major literary works of the Middle Ages to 1485.

521 Renaissance Literature (3)

Major Literary works of the Renaissance, from Wyatt through Milton.

523 Restoration and Eighteenth-Century Literature (3)

Major Literary works of the Restoration and eighteenth century.

525 Advanced American Studies (3)

Selected readings from major writers of American literature.

529 English Studies (3)

Selected literary topics, figures and genres.

532 Nineteenth-Century Literature (3)

Major literary works of the nineteenth century.

560 Twentieth-Century Literature (3)

Selected works of the twentieth century.

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

602 Literary Theory and Criticism (3)

Based on the fact that the nature of a thing determines the method and approach by which it is studied, the course surveys the history of answers to the question: What is it that the student of literature studies? It also surveys the history of the methods and approaches by which literature has been studied and relates theory, method and approaches.

603 Seminar in English Studies (3)

Seminars in selected genres.

604 Critical Approaches to Literature (3)

Critical study of selected genres using methods rooted in existing approaches, from ancient to modern.

607 Historical/Comparative Linguistics (3)

Elemental concepts of language and its use, with special emphasis upon modern syntax.

609 Foundations of Writing (3)

Research and theory in the relation of language and writing to learning, reading, and thinking. Study of the phenomenology of the reading process, the aesthetic response to literary texts, and the relationship between reading and composing.

616 Teaching Composition Practicum (3)

Practice with writing students in classroom situations and in tutorial situations under the direction of course instructor. The teaching of classroom composition and the student's ability to diagnose, remediate, and evaluate the progress of students will be analyzed.

620 Age of Chaucer (3)

Seminar in selected authors before 1500.

621 Renaissance Studies (3)

Seminar in selected authors, 1500-1660.

623 English Classicism (3)

Seminar in selected authors, 1660-1800.

634 Major Writers of the Nineteenth or Twentieth-Century (3)

Seminar in selected authors.

691 Comparative Literature (3)

Introduction to the comparative study of literature forms and forms in the other arts.

699 Master's Thesis (6)

Research investigation or analytical study of a work of literature.

701 Directed Research (3)

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

Master of Arts Jewish Studies

Jeremiah Unterman, Ph.D., Director

The program in Jewish Studies began in September of 1982. It is 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.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p. 134.
- Also an adequate undergraduate preparation in Jewish Studies or a satisfactory score on the Jewish Beliefs and Practice Exam
- Also an acceptable score on the Miller Analogies Test (MAT)

COURSE OF STUDY

The M.A. in Jewish Studies consists of thirty credit hours. Students are required to obtain at least six credits for each of the following areas: Bible, Rabbinic Literature, Jewish Thought, and Jewish History. Three credits must be taken in Hebrew Literature. Additionally, by the completion of twelve credits, students must either complete Hebrew I and II or pass an equivalent proficiency examination. (Hebrew I and II are not given for credit towards the M.A. in Jewish Studies.) At the conclusion of their coursework, candidates must pass written and oral comprehensive examinations. A formal research paper is not required.

I. Bible

- 601 Biblical Religion (3)
- 602 Biblical Literature (3)

II. Rabbinic Literature

- 634 Jewish Ethics (3)
- 641 Rabbinic Judaism (3)
- 642 Talmudic Literature (3)

III. Jewish Thought

- 631 Modern Jewish Thought (3)
- 632 Jewish Mysticism (3)
- 633 Jewish Philosophy (3)

IV. Jewish History

- 611 Modern Jewish History (3)
- 612 American Jewish Community (3)
- 620 Ancient Jewish History (3)
- 621 Medieval Jewish History (3)
- 622 Zionism and Israel (3)
- 623 Jewish - Christian Relations (3)

V. Hebrew

- 401 Hebrew Studies I
- 402 Hebrew Studies II
- 613 Hebrew Literature (3)

Course Descriptions — Jewish Studies Prefix: RJS

401 Hebrew Studies I (3)

Introduction to Hebrew as a written language; practice in class in understanding and using the written language; reading and writing with emphasis on progressive grammatic explanation, vocabulary and syntax.

402 Hebrew Studies II (3)

Intensive review of Hebrew grammatical patterns; reading comprehension; familiarization of student with variety of Hebrew written sources.

601 Biblical Judaism (3)

Analysis of significant aspects of the religious views expressed in the Hebrew Bible such as creation, the relationship of God to humankind, covenant, etc.

602 The Biblical Literature (3)

Studies in the development and interpretation of selected portions of the Hebrew Bible such as narratives, law, historiography, prophecy, poetry, and wisdom literature.

611 Modern Jewish History (3)

Studies in modern Jewish history including America, Eastern and Western Europe, Israel and the Arab countries, and South America.

612 American Jewish Community (3)

Analysis of the various religious and secular movements and trends which create the modern American Jewish community.

613 Hebrew Literature (3)

Analysis of selected portions of Hebrew literature in the original, such as the Bible, Mishnah, and Agnon.

620 Ancient Jewish History (3)

Studies in Jewish history from Biblical times through the formation of the Babylonian Talmud.

621 Medieval Jewish History (3)

Studies in Jewish history from the completion of the Talmud to the Emancipation.

622 Zionism and Israel (3)

Studies in the development of the Zionist movements and the establishment of the state of Israel.

623 Jewish-Christian Relations (3)

Studies in the history of Jewish-Christian relations with emphasis on such topics as antisemitism and its origins, theological perspectives, the Holocaust, and the modern Jewish-Christian dialogue.

631 Modern Jewish Thought (3)

Analysis of the thought of such contemporary Jewish thinkers as Hermann Cohen, Franz Rosenzweig, Martin Buber, Leo Baeck, Abraham Joshua Heschel, and Joseph Soloveitchik.

632 Jewish Mysticism (3)

Studies in the development and concerns of Jewish mysticism with emphasis on such texts as the Zohar.

633 Jewish Philosophy (3)

Analysis of the thought of such ancient and medieval Jewish philosophers as Philo, Saadia Gaon, Maimonides, Judah Halevi, and others.

634 Jewish Ethics (3)

Analysis of Jewish law and ideology on such issues as war, the death penalty, abortion, euthanasia, business dealing, charity, and the role of women.

641 Rabbinic Judaism (3)

Analysis of significant aspects of Rabbinic Judaism such as the relationship of God to Israel, the oral Torah, the pattern of Jewish life, repentance and redemption, etc.

642 The Talmudic Literature (3)

Studies in the development and interpretation of selected portions of the Talmud and Midrash.

650 Seminar in Jewish Studies (3)

Selected topics within the broad range of Jewish Studies determined by special needs or interest of students in collaboration with a faculty member and by approval of the director.

701 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 Program's faculty.

Master of Arts Religious Studies

Master of Arts Pastoral Ministry for Hispanics

Reverend Damian Fandal, O.P., S.T.D., Chair

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.

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 Religious Studies Department in collaboration with the diocese of St. Petersburg offers courses in Religious Studies through the Pastoral Institute in St. Petersburg.

In collaboration with the Southeast Pastoral Institute, Barry University offers a unique M.A. program in Pastoral Ministry for Hispanics.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p.134
- Also an acceptable score on the Miller Analogies Test (MAT)

PROGRAMS

Four specializations are available within the M.A. Religious Studies: Biblical, Systematic, Pastoral Ministry, and Liturgy. A core, common to each area of specialization, emphasizes the theological base of the program. For completion of a 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. A student may not apply to retake a comprehensive within the same semester.

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
- 618 Themes of Old Testament

SPECIALIZATIONS

I. BIBLICAL

- 615 The Synoptic Gospels
 - 619 The Gospel of St. John
 - 622 Psalms and Canticles
- 3 credits of electives

II. SYSTEMATIC

- 607 Christology in Historical Perspective
 - 608 Revelation, Grace and Faith
 - 609 Church in the Modern Period
- 3 credits of electives

III. PASTORAL

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

IV. LITURGY

- 623 Theology of the Word
- 627 Pastoral Liturgy
- 612 Theology of Liturgy
- 615 Synoptic Gospels

Course Descriptions — Religious Studies Prefix: REL

509 Lay Ministry I (3)

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

510 Lay Ministry II (3)

Focus on response to the call to proclaim the Good News with special emphasis on the developmental 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.

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 Church in the Modern Period

Historical study of the church in the modern period (18th-20th century), emphasizing the impact of the Enlightenment, French Revolution, church-state relations, and tensions between episcopacy-papacy in this period. The unique American Catholic experience will also be studied.

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 and the basic sources of morality.

612 Theology of Liturgy (3)

Analysis of anthropological and theological roots of liturgy. These include symbol, myth, rite and the sacred. Examination of origins, evolution and current practice of major Christian rites.

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)

Influence 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 themes 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.

622 Psalms and Canticles (3)

Hebraic influence on Christian liturgical forms. Development and use of psalmody in the celebration of feasts and ceremonies. Attention to appropriate psalms in a variety of liturgical and paraliturgical settings.

623 Theology of the Word (3)

Analysis of Word as communication, revelation, presence, challenge. The Word as creative, incarnational, redemptive, prophetic; its role in worship as related to sacrament.

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.

627 Pastoral Liturgy (3)

The nature of liturgy as source and summit of the Church's life and implications for ecclesiology, ministry and pastoral life. The significance of space and time for liturgy. The rhythms of the liturgical year. Some analysis of liturgical art, architecture and dance.

631 Rites of Christian Initiation (3)

An in-depth study of Baptism-Confirmation and Eucharist as sacraments of full initiation into Christian life. Evolution and current thought on these sacraments. Discussion of the Rite of Christian Initiation of Adults.

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 of 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.

697 Supervised Ministry (6)

Each student is required to spend 180 hours 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.

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 PASTORAL MINISTRY FOR HISPANICS

Required Courses (21 credits)

- RSP 461/561 The Bible: Its Liberating Message (3 cr)
Same as REL 618
- 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 487/587 Seminar (1-3 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)

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 application 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; revisions of life; communal prayer.

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

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)
Teologia 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 states; interior dynamics of spiritual exercises for youth; study of the process of conversion; essential elements of formation; dynamics to create commitment.

438/538 Cuban Music and Liturgy (2)
Musica 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 Sociologia

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.

440/550 Contemporary Spirituality (2)
Espiritualidad Contemporanea

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 618)

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 Liturgica

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)

Anthropología 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 application 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 the 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 (1-3)

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)

Master Of Science Telecommunications

R. Craig Blackman, M.A., M.S., Director

The purpose of the M.S. in Telecommunications is to prepare individuals for careers in the electronic mediated communications field. Individuals may choose a major concentration from one of three options: (1) technology development, (2) media management, or (3) message preparation. By providing a carefully sequenced professional curriculum and individual guidance, the program is able to meet the needs of both the professional and persons with no previous training in communication. Through a full range of evening courses, students will acquire a mastery of essential skills before specifying which concentration they will pursue.

DEGREE REQUIREMENTS

The M.S. in Telecommunications requires a minimum of 33 credit hours. All students will be required to complete TEL 637 Research Methods, and TEL 699 Creative Project. Students selecting the management or message preparation concentration will have hands-on experience with studio equipment that is state-of-the-art, from broadcast-quality color cameras and special effects to generators to electronic editors. Courses include: Television Directing; Message Into Medium; Broadcast Journalism; Corporate Video; and Electronic Media Advertising.

The telecommunications technology concentration has been developed to prepare the student for administrative or management careers in all types of communication: voice, video, and data.

The Creative Project may take the form of a full length television or film script, a plan for a communications design, a videotaped program, or a research thesis. Students are required to pass a Comprehensive Examination in order to qualify for the Master of Science degree.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section p. 134
- Also suitable academic preparation or experience, subject to review by department chairperson.

ADVISEMENT

Course Descriptions — Telecommunications Prefix: TEL

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

591 Television Direction (3)

Operation of television studio facilities, script writing and direction of basic television formats. Directing exercises and individual projects including planning, producing, directing and crew work.

593 Message into Medium

Techniques of planning and preparing basic messages for the radio and television media. Methods of reaching desired audiences, shaping messages into appropriate broadcast formats, development of concepts into storyboards and simple scripts.

595 Communications Law (3)

Studies in the current law governing the broadcasting and cable industries. Evolution of the law through readings of landmark cases. Role of the Federal Communications Commission, and First Amendment issues; an examination of regulatory change and the rise of competition. A research paper is required.

596 Electronic Media Advertising (3)

Targeting the market in radio and television advertising. Planning the ad campaign, buying and selling air time. Experience in preparing commercial copy and field market surveys.

597 Media Management (3)

History and development of radio, television and new technologies from an organizational standpoint; research into technical and social topics relevant to the evolution of the industry into its present form; specific study of management functions.

598 Broadcast Journalism (3)

Principles of good journalism applied to electronic newsgathering. Extensive practice in field reporting and writing news copy.

All courses numbered 600 and above are open only to students with a baccalaureate degree or its equivalent.

605 Advanced TV Production (3)

Operation of studio facilities: studio, control room and editing, script writing, and the direction of studio television formats. The emphasis is placed on program planning, writing, directing, producing and creative expression. Prerequisite: TEL 591 or equivalent. (Studio Fee)

615 Telecommunications Management (3)

Advanced study of the development and present structure of the telecommunications industry; the qualitative concepts of telecommunications and cost-effective telecommunications management of voice and data. Development of a project plan is required.

621 Future Technologies (3)

Introduction to such emerging technologies as video disc, holography, fiber optics, computer based information system; direct broadcast satellite (DBS), interactive television and specialized service. Study of the cable television industry, its technology, economics, and programming. Research paper is required.

622 Corporate Video (3)

An overview of non-broadcast video applications especially suitable for use in both industry and schools. The course will emphasize the areas of training material development, interactive video, and video teleconferencing techniques.

625 Telecommunications Systems (3)

Examination of design implementation and system architecture of analog and digital systems; the network; cellular radio and satellite systems. Business and residential services examined; shared tenant services and intelligent environments examined. Design project required.

626 Media Programming (3)

Overview of programming categories, network and local formats, research and programming strategies used in the media. Research Projects.

628 Management Issues in Communications (3)

Examination of key concerns in the management of various telecommunications systems and their applications. The role of management in the planning, operation and evaluation of systems. Research paper required.

634 Writing Fiction for Television and Screen (3)

Study of the elements of drama in relation to the visual image. Development of characterization and plot structure consistent with the media. Mastery of formats appropriate to television cable and film scripts. Prerequisite: TEL 593, or permission of instructor.

636 Planning Communications Systems (3)

Study of theories and models of communications systems and the various applications that pertain to specific users. Introduction to technical and economic feasibility studies used in planning communication systems. Project paper required.

637 Research Methods (3)

Introduction to research methods and an analysis of principles and techniques of mass communications research. Emphasis is on quantitative and qualitative methods.

642 Computers in Telecommunications (3)

Development of computer as a telecommunications tool; theory of man-machine communication; difficulties in use of computers by humans; future uses of computers in media technology; basic control by computers in telecommunication equipment; graphic generation. (Lab fee) Research paper required.

644 Satellite Communications (3)

Study of the scope and potential of the communication satellite including technical dimensions of uplinking video, audio and data signals for distant distribution.

655 International Telecommunications (3)

Domestic and international issues and innovations in telecommunications and in institutions. In-depth study of the economic and political forces exerted by the U.S. institutions and international groups and how they affect global activities. Guest lecturers and forum discussion. Research paper required.

694 Internship (3-6)

On-site experience in a commercial, public broadcasting or cable facility or in a corporate communications center. Supervised learning under professionals and faculty members. Prerequisite: 12 hours of graduate credit. Permission of instructor with completed proposal.

698 Telecommunications Seminar (3)

Identification and examination of selected topics in telecommunications. May be repeated once when the topic changes.

699 Creative Project (3)

An individual project which may take the form of a script, production or thesis.

701 Directed Study (3)

Used for individual or small group tutorials. Content is developed for specific interests and needs of students. May be repeated. Permission of instructor with completed proposal.

Master of Science Telecommunications Management

R. Craig Blackman, M.A., M.S., Director

This executive and professional development program leading to the Master of Science in Telecommunications Management is administered by the Department of Telecommunications in coordination with the School of Business and the School of Computer Science. The program is an interdisciplinary study focusing on the technical, legal-regulatory, economic, and management aspects of the telecommunications and computer industry.

The curriculum was developed in coordination with national and local industry leaders and associations. The philosophy of the program is to provide a balanced program including both technical and non-technical areas appropriate for the mid and upper level manager as well as the entry level student. Traditional and innovative learning methodologies are used to fulfill the program goals: e.g., case studies, small group interaction, guest lecture, and research projects.

The Telecommunications Management program provides the building blocks for educating leaders and preparing managers to handle the demanding changes occurring in the telecommunications industry and its impact upon government and institutions, health and education, business and industry, and the international ramifications. Throughout the program students will be dealing with conceptual issues, identifying new problem areas that can or may arise, and then determining solutions. The solutions will be expected to be both technically sound as well as managerially and economically viable and realistic. The program develops an understanding of technology, its applications, and its relationships.

Many candidates entering the program may be corporate sponsored and are expected to have a number of years of professional experience in a related field; i.e., telecommunications, publishing, government, banking, finance,

liberal arts, communications and computers, international relations, sales and marketing.

Candidates in the program are encouraged to work together in the analysis of specific organizational or institutional needs for telecommunication systems. Project reports will be required to describe current and future needs, as well as possibly creating a short to long term corporate telecommunication plan. When possible, projects developed are presented to the class with invited guests that may have a vested interest in the project proposals. Projects will take on the technical characteristics of network planning, cost - benefit analysis, and project implementation. These projects may be completed in lieu of the traditional thesis and comprehensive examinations.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p. 134
- Also suitable academic preparation or experience, subject to review by department chairperson.

DEGREE REQUIREMENTS

Candidates who successfully complete the 36 semester hour program maintaining a B average and who develop either individually or jointly an acceptable telecommunications management project, are awarded the Master of Science in Telecommunications Management at the spring convocation.

REQUIRED COURSES: (15 credits)

TEL 595	Communications Law
TEL 615	Telecommunications Management
TEL 625	Telecommunications Systems
MBA 600	Management
CS 503	Computer Networks

ELECTIVES (21 credits)

TEL 621	Future Technologies
TEL 628	Management Issues in Communication
TEL 636	Planning Communication Systems
TEL 642	Computers in Telecommunications
TEL 644	Satellite Communications
TEL 655	International Telecommunications
TEL 698	Telecommunications Seminar
CS 540	Data Communications
CS 550	Professional Applications of Computers
CS 705	The Intelligent Office
MBA 603	International Business
MBA 610	Computers and Executive Applications
MBA 640	Marketing Management
MBA 680	Managerial Economics

Master of Arts University Studies

George Wanko, Ph.D.
Program Advisor

The M.A. in University Studies is an interdisciplinary program for those students who seek personal development and professional enrichment, but who do not seek a degree in a specific discipline. The degree is flexible in its design and thereby responds to diverse student interests and needs. Students are required to select two or three areas of study that will serve to enhance their personal and professional goals. The Orientation and Methods Seminar assists students in selecting areas of study and providing a rationale for their program of study. The Integrative Project and Report allows the student to relate the theoretical and the practical while integrating the selected areas of study.

DEGREE REQUIREMENTS

- 1) Completion of 36 graduate credits.
- 2) Completion of the Orientation and Methods Seminar (3 credits)
- 3) Completion of 3 clusters of 9 credits each or completion of 2 clusters at 12 and 15 credits respectively. Clusters may be selected from the following areas: Biomedical Science, Business, Community Counseling, Computer Education, English, Jewish Studies, Learning Disabilities, Nursing, Psychology, Reading, Religious Studies, Social Work, Telecommunications. A student should include a career cluster and a liberal arts area such as English, Jewish Studies, or Religious Studies. Options in each discipline are determined and/or limited by pre-requisites as specified by the participating graduate programs.
- 4) Completion of the Integrative Project and Report (6 credits). This project may be 1) a didactic, library-oriented endeavor or 2) a more practical experientially oriented project. In either case, the results of the project must be presented in a written report.
- 5) No comprehensive will be required.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section, p.
- Also suitable academic preparation in selected areas of concentration

COURSE OF STUDY

1. All students are required to enroll in UST 601 Orientation and Methods and in UST 699 Integrative Project and Report.
2. Students are required to choose 3 clusters of 9 credits or 2 clusters of 12-15 credits from the areas below:

Biomedical Sciences — Students may enroll in graduate courses in Biomedical Sciences with permission of the Dean of the Division of Biological and Biomedical Sciences. There is a separate tuition fee for courses in Biomedical Science.

Business — Students may enroll in MBA courses providing that they meet prerequisites as specified by the School of Business. Permission of the Dean of the School of Business is also required. MBA 550, 560, and 580 are not counted as part of the graduate degree.

Community Counseling — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

Computer Education — Students may enroll in the following courses in Computer Education.

- CED 661 Administrative Applications of Computers
- CED 653 Computer Communications
- CED 662 Data Base Management
- CED 663 Word Processing

English — Prerequisites: a minimum of 12 credits in undergraduate literature courses; permission of the department chair is required for enrollment in 600-level courses.

Jewish Studies — Students may enroll in any graduate course in Jewish Studies. Proficiency in Hebrew is a prerequisite to RJS 613 Hebrew Literature.

Learning Disabilities — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

Psychology — Students may enroll in the following graduate courses in Psychology:

- PSY 555 Adult Development
- PSY 590 Physiological Psychology
- PSY 596 Techniques of Therapy
- PSY 601 Introduction to Clinical Psychology
- PSY 602 Clinical Psychopathology
- PSY 605 Statistics

Prerequisites: a minimum of 12 credit hours in the areas of abnormal psychology, developmental psychology, tests and measurements, and theories of personality; a minimum score of 900 on the GRE General Aptitude is required for enrollment in 600-level classes.

Reading — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

Religious Studies — Students may enroll in the following graduate courses in Religious Studies:

- REL 602 Pastoral Ministry in the American Church
- REL 606 Religious Psychology
- REL 609 Church in the Modern Period
- REL 620 History of Christianity
- REL 624 Theology of Pastoral Ministry
- REL 625 Major Issues in Pastoral Care
- REL 636 Sociology of Religion and Culture

Prerequisites: a minimum of 12 credit hours in religious studies at the undergraduate level and the permission of the department chair.

Social Work — Students may enroll in graduate courses in Social Work with the permission of the Dean of the School of Social Work.

Telecommunications — Students may enroll in 500-level courses. Also recommended are TEL 621 Future Technologies, TEL 642 Computers in Telecommunications, and TEL 644 Satellite Communications.

Course Descriptions — University Studies Prefix: UST

601 Orientation and Methods (3)

The course will assist in developing a rationale for course selection; it will include an introduction to research and bibliography; it will provide a format for development of a prospectus for the Integrative Project and Report; it will explore methods of critical analysis and concepts of integrative learning.

699 Integrative Project and Report (6)

Development of an integrative project according to an approved prospectus.

D. Inez Andreas School of Business

George J. Petrello, Ph.D., Dean
Sister Judith Shield, O.P., M.A., Associate Dean

The purpose of the academic programs in business is to prepare students to engage in professional careers in industry, government, 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, managers, marketers, and other experts requires formal education of professional stature. Business programs at Barry University are based on sound ethical principles which enable graduates to make equitable and just decisions. We recognize that to be of lasting value, education for business must develop the ability in students to project their thinking and shape the future. Education in business, in order to be effective, should be dynamic.

UNDERGRADUATE Requirements for Graduation

- (1) Completion of graduation requirements for undergraduates as listed under Academic Information in this catalog.
- (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.
- (3) Accounting majors applying for the CPA Exam in Florida must have at least 30 credit hours in addition to those required for the baccalaureate degree. These credits may be earned in the graduate division of the School of Business. (See Master of Professional Accountancy).
- (4) Students requiring remedial courses in Mathematics and English will need to take the freshman requirements during Summer I and Summer II following their first semester at Barry University.

DEGREE REQUIREMENTS:

COREQUISITES (12 semester hours)

- *MAT 108 Precalculus for Administration & Management
- *MAT 152 Elementary Probability & Statistics
- CS 180 Introduction to Computers
- CS 315 Administrative Applications of Microcomputers
- * These courses are used to partially fulfill the Math/Science distribution requirement and must be completed before 200 level business courses.

BUSINESS CORE (39 semester hours)

- BUS 181 Concepts of Business Behavior
- ACC 201 Financial Accounting
- ACC 202 Managerial Accounting
- ECO 201 Principles of Economics I
- ECO 202 Principles of Economics II
- **MGT 209 Quantitative Analysis for Decision Making
- MGT 305 Management Concepts & Applications
- MKT 306 Marketing Concepts & Applications
- BUS 339 Business Law I
- BUS 340 Business Law II
- BUS 371 Social & Ethical Issues in Business
- FIN 319 Financial Management
- BUS 499 Business Policy Seminar

**Prerequisite for 300-400 level courses.

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 — 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	
ACC 361 — Cost Accounting	3	Communication	3
MGT 400 — Mgmt. Inf. Sys.	3	MGT 425 — Operations Mgmt.	3
		ECO 466 — Internl. Bus. & Finance	3

Total 18

See Computer Science Major for CS course descriptions.

5. 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	ECO 466 — Intl. Bus. & Finance	3

Total 18

MINOR IN BUSINESS (21 credits) (Needs approval of dean.)

Corequisites: Math 152; CS 180

BUS 181 Concepts of Business Behavior	3
ACC 201 Financial Accounting	3
ECO 202 Principles of Economics II	3
MGT 305 Management Concepts & Applications	3
MKT 306 Marketing Concepts & Applications	3

Choice of two electives from BUS. 339, 371, MGT 409 or MKT 384. 6

Total 21

Internship (3)

Business majors may elect an Internship in a major area. A contractual agreement between the student and the School of Business is essential before beginning on-the-job experience. A letter of evaluation from the employer and a portfolio of performance must be submitted to the Director of Interns. Prerequisites: Junior status, recommendation of faculty member and approval of the Director. This may serve as an elective credit. The prefix of the course number will be that of the individual major.

Course Descriptions — Accounting Prefix: ACC

201 Financial Accounting (1)

Nature and function of accounting and its importance in the social order; the accounting cycle, the measurement of income, and valuation problems; reporting of financial position and results of operations; partnerships, corporations, and financial statement analysis. (Fall)

202 Managerial Accounting (3)

The elements of costs, cost systems and management systems; budgeting, management reports and decision-making; fundamentals of manufacturing and service cost accounting for business planning and control. Prerequisite: ACC 201. (Spring)

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 202. (Fall)

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; analysis of financial statements and accounting changes. Prerequisite: ACC 335 (Spring)

361 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. Prerequisite: ACC 202. (Fall)

362 Federal Income Tax (3)

Federal Income Tax fundamentals under the Internal Revenue Code. Taxable income determination for individuals, proprietorships, partnerships, and corporations. Prerequisite: ACC 202. (Spring)

435 Advanced Accounting (3)

Equity accounting for partnerships; accounting for business expansion; branch accounting, mergers, acquisitions, consolidations, consolidated financial statements; equity method of accounting; interim reports; and segment reporting. Prerequisite: ACC 336. Senior Status (Fall)

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. Prerequisite: ACC 336, Senior Status. (Spring)

Course Descriptions — Business Prefix: BUS**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. (Fall, Spring)

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, concepts and the nature of the judicial process. The first part of the course is devoted to the legal environment of business, including common, statutory and administrative law, federal and state court structure, theories of law, court procedure, conflicts of law and judicial forms of dispute resolution. This is followed by a detailed study of contracts including basic elements, interpretation, remedies for breach, assignment and discharge. The course concludes with agency and employment. (Fall)

340 Business Law II (3)

An extension of Business Law I (339) with emphasis on personal property, real property, leases, bailments, bankruptcy, insurance, single proprietorships, partnerships, corporations, and selected portions of the Uniform Commercial Code. (Spring)

371 Social and Ethical Issues in Business (3)

This course is designed to create an awareness of and a sensitivity to social and ethical issues which can, and should, influence the management of business enterprises by entering into the decision making processes of today's business managers. Focus is on the legal, social and ethical implications of problems in contemporary business issues such as employer-employee relationships, consumerism (advertising and product safety), environmental conservation, etc. Numerous cases are studied to illustrate the complexities of these issues at the society/business interfaces.

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. (Spring)

Course Descriptions — Economics Prefix: ECO

201 Principles of Economics I

Macroeconomic analysis; fundamentals of supply and demand and the American economy; gross national product and other national income measures; causes and consequences of inflation and unemployment; Keynesian; monetarist, supply-side and other macroeconomic theories; fiscal and monetary policy; rational expectations; determinants of economic growth. (Fall & Summer)

202 Principles of Economics II (3)

Microeconomic analysis: advanced supply and demand analysis; the price system; elasticities of demand and supply; principles of consumer behavior and the theory of demand; maximization of utility; theory of the firm; cost analysis in the short and long run; profit maximization; market structures in a modern capitalist economy: competition, monopoly, oligopoly, oligopolistic competition; labor and other resource markets; market failure and the role of government; foreign trade and the international economy. (Spring & Summer)

316 Money, Banking and Fiscal Policy

The nature and functions of money and finance; financial markets and institutions; financial instruments and interest rates; structure, functioning, and regulation of commercial banks and other depository institutions; the role and instruments of the Federal Reserve System; monetary theory and policy; fiscal theory and policy; international financial relations; determinants and consequences of spot and forward foreign exchange rates; evolution of the international monetary system. Prerequisite: ECO 201, ECO 202. (Fall)

351 Comparative Economic Systems (3)

Detailed analysis of the world's major economic systems in both industrialized and developing countries; the universality of scarcity and the main economic questions; the importance of natural, human, and man-made resources; variants of market economies; variants of socialist economies; the role of government in owning, managing, and distributing resources; developing countries and the way out of poverty; attitudes towards foreign trade, credit, and banking; agricultural and industrial policies; the role of economic planning. Prerequisite: ECO 201, ECO 202 (Fall)

430 Current Economic Issues (3)

In-depth analysis in a seminar format of key issues affecting the national and international economy. The course requires a major research project involving field work to obtain primary data and a thorough search of the professional literature. The course aims at developing the ability to coordinate and apply the analytical skills acquired in previous courses, as well as encouraging a critical look at the most important economic, political, and social problems affecting the nation and the world. Topics discussed in previous years include: the Third World debt crisis, the role of women in the economy, poverty in America, the South Florida economic outlook, free trade and protectionism, and the crisis of OPEC. Prerequisite: ECO 201, ECO 202 (Spring)

466 International Business and Finance (3)

Overview of the unique problems faced by firms engaging in international activities; the importance of understanding the foreign economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint ventures, franchising, and subsidiaries; international dimensions of management, marketing, and accounting; international financial management; the special problems of multi-national corporations; recent problems of the international economic system; country-risk analysis; the increasing use of countertrade. Prerequisites: ECO 201, ECO 202, MGT 305, MKT 306, or permission of instructor. (Fall)

Course Descriptions — Finance Prefix: FIN

319 Financial Management (3)

An introductory course covering financial management as a function of the business enterprise. Major topics include working capital management, capital budgeting, capital structure and long-term financing decisions. Procedures are covered for the planning, analysis and control of these as well as other significant topics. Prerequisites: ACC 201, MGT 209, MGT 305. Junior/Senior status. (Fall & Spring)

454 Investments (3)

Fixed Income and Equity type investments. The development of objective methods of investment appraisal. Methods used by National Association of Investors Corporation. Prerequisites: ACC 201, 202 or permission of instructor. (Spring)

Course Descriptions — Management Prefix: MGT

209 Quantitative Analysis for Decision-Making (3)

Quantitative modeling techniques including payoff matrices, decision trees, simulation, forecasting, project planning, inventory, waiting lines and linear programming along with applications. Prerequisites: MAT 108, MAT 152, CS 180. (Fall & Spring) Course must be completed before 300-400 level business courses.

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 operations and management functions. A computer management simulation, included as part of the curriculum, adds a practical dimension to the academic materials and real world atmosphere. Prerequisites: ACC 201, 202, ECO 201, 202. (Fall)

352 Labor and Human Resources (3)

The first part of this course is devoted to labor relations and includes history and philosophy of the labor movement in the U.S., labor legislation, union structure, collective bargaining, anatomy of labor disputes, and productivity issues. The second part deals with human resources management, including employment issues, equal employment opportunity, employee testing and selection, human resources planning, and quality of work life. Where time permits, a simulation in arbitration or collective bargaining is added to provide students with a real world experience in the field. Prerequisites: ECO 202, MGT 305. (Spring)

400 Management Information Systems (3)

Study of information systems management including the topics of planning, control, organization, systems analysis and design. A survey of computer technology. Discussion of systems design for the functional areas. Prerequisites: CS 180, ACC 201, MGT 209; Senior status.

409 Organizational Communication (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. Senior Status. (Fall)

425 Operations Management (3)

Study of processes used to efficiently and effectively transform resources into goods and services. Process types, capacity planning, inventory systems, workforce utilization and quality management to produce defect-free, competitive products and services delivered on time. Prerequisites: MGT 209, 305; MKT 306. (Spring)

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 202; ECO 202. (Fall & Spring)

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, MGT 209, MKT 306. (Fall)

382 Advertising (3)

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

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. (Fall)

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. (Spring)

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. Senior status. (Spring)

D. Inez Andreas School of Business Master of Business Administration

The Barry University MBA program is a unique educational experience for managers and future managers of business, industry, government, and institutions of all types. The program is distinctive because of the emphasis given to professionalism, leadership, entrepreneurship and ethical dimension of management.

ADMISSION REQUIREMENTS

Admission to the MBA program requires a bachelor's degree from a regionally accredited college or university and the Graduate Management Admission Test. In general, the quantitative admission decision is based on the AACSB formula:

$$\text{Undergraduate GPA} \times 200 + \text{GMAT score} = 1000.$$

Qualitatively, the admission decision will be based on 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. Each applicant is evaluated individually.

The GMAT is generally waived for persons who hold a Masters degree in other areas.

Applicants who are unable to complete all admission requirements of the program prior to the beginning of their first semester may be granted provisional status for one semester or for six (6) semester hours. All admission requirements must be satisfied and the provisional status changed to degree seeking status by the beginning of the second semester.

Students pursuing the MBA degree are permitted five years to complete the degree requirements, from the date of initial matriculation.

OFF-CAMPUS LOCATIONS

In addition to classes offered at the Miami campus, the Andreas School of Business also offers MBA courses at Homestead Air Force Base.

ACADEMIC PROGRAM:

The MBA degree requires 33 semester hours of coursework, 27 of which must be taken from Barry University. Students with other related graduate degrees or credits may be allowed to transfer up to six semester hours of appropriate coursework.

Students who lack appropriate backgrounds in accounting, economics, and mathematics may overcome these deficiencies by taking 500 level preparatory coursework now offered at Barry University. Preparatory course credits are not applicable to a graduate degree.

MBA students with appropriate background in Accounting may take courses in the Master of Professional Accountancy program with permission of the program director.

Preparatory Courses: (9 semester hours — May be waived)

- * MBA 550 Math for Graduate Business Studies
- * MBA 560 Accounting Principles
- * MBA 580 Economics Principles
- * CR/NC courses

Required Courses: (27 semester hours)

- * MBA 600 Management
- MBA 610 Computers and Executive Applications
- MBA 620 Financial Management (Prerequisite: MBA 660)
- MBA 640 Marketing Management (Prerequisite: MBA 580)
- MBA 650 Quantitative Analysis (Prerequisite: MBA 550)
- MBA 660 Managerial Accounting (Prerequisite: MBA 560)
- MBA 680 Managerial Economics (Prerequisite: MBA 580)
- * MBA 690 Legal Environment
- MBA 699 Management Strategy & Policy (Final Course)

*Suggested entry level courses.

Elective Courses: (6 semester hours)

- MBA 601 Human Resource Management (Prerequisite: MBA 600)
- MBA 602 Public Administration (Prerequisite: MBA 600)
- MBA 603 International Business (Prerequisite: MBA 600, 640, 660)
- MBA 604 Research in Management (Prerequisite: MBA 600)
- MBA 605 Entrepreneurial Management (Prerequisite: MBA 600)
- MBA 611 Management Information Systems (Prerequisite: MBA 610)
- MBA 622 Investment Analysis (Prerequisite: MBA 620)
- MBA 641 Advanced Marketing (Prerequisite: MBA 640)
- MBA 642 Strategic Marketing (Prerequisite: MBA 640)
- MBA 661 Federal Income Tax I (Prerequisite: MBA 660)
- MBA 691 Managerial Law

Graduate Course Descriptions — Business Prefix: MBA

550 Math for Graduate Business Studies (3)

Preparatory course in mathematical skills for students wishing to fulfill the prerequisite requirement for mathematics. Topics include a review of algebra, an introduction to the logic of calculus, and mathematical operations which prepare students to comprehend the mathematics implicit in graduate study in business. (Credits are not applicable to a graduate degree.)

560 Accounting Principles (3)

Preparatory course in principles of accounting for students who lack the accounting prerequisite. Topics include an introduction to the accounting cycle, generally accepted accounting principles, and classified financial statements. Includes financial statement analysis of annual reports of major corporations. (Credits are not applicable to a graduate degree.)

580 Economic Principles (3)

Preparatory course in principles of economics for students who need the economics prerequisite for graduate study in business. Topics covered include: National Income Measurement and Fluctuations, Countercyclical Monetary and Fiscal Policy, the Behavior of the Firm under Various Market Conditions, the Determinants of Income Distribution, and International Trade and Balance of Payments. Primary emphasis is placed on giving the students a fundamental knowledge of the determination of market prices and quantities through supply and demand analysis. (Credits are not applicable to a graduate degree.)

600 Management (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.

601 Human Resource Management (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. Prerequisite: MBA 600.

602 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. Prerequisite: MBA 600.

603 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: MBA 600, 640, 660.

604 Research in Management (3)

Research in depth into approval 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. Prerequisite: MBA 600.

605 Entrepreneurial Management (3)

An overview of the managerial function of the operations of the Small Business Enterprise with emphasis on planning, organizing and controlling. Specific attention is devoted to demand analysis, developing the business plan, and financing through Small Business Administration and other financial agencies. Innovation and leadership are pervasive concepts. Prerequisite: MBA 600.

610 Computers and Executive Applications (3)

Study of computers used for the support of management tasks. The emphasis is on increasing management productivity and effectiveness through the use of spread sheet and data base programs.

611 Management Information Systems (3)

Study of the relevant issues in managing the information systems activity. Issues included are organizational, strategic, operational, planning, and control. A particular emphasis is placed on management problems and strategic implications of information systems. Case studies are extensively used. Prerequisite: MBA 610.

620 Financial Management (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. Prerequisite: MBA 660.

622 Investment Analysis (3)

Study of principles and practices used in analyzing securities ranging from top-quality bonds to low-quality common stocks and warrants. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Prerequisite: MBA 620.

640 Marketing Management (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. Prerequisite: MBA 580.

641 Advanced Marketing (3)

Investigation and case analysis of significant current problems in marketing strategy. Emphasis on interrelationships of marketing and other business functions. Prerequisite: MBA 640.

642 Strategic Marketing (3)

This course focuses on the alternative strategies available to the Marketing Manager attempting to attain his objectives. Each of the elements in the marketing mix—product, price, promotion and distribution channels—is considered, together with corporate organization and values. Problems of choice and analysis are given attention. Prerequisite: MBA 640.

650 Quantitative Analysis (3)

Management science methods including decision trees, simulation, inventory models, waiting line models, project planning, and statistical process control applied to business problems. Case studies used extensively for applications. Prerequisite: MBA 550.

660 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. Prerequisite: MBA 560.

661 Federal Income Tax I (3)

Federal Income Tax laws and regulations as they affect individuals and proprietorships. Prerequisite: MBA 660.

680 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. Prerequisite: MBA 580.

690 Legal Environment (3)

Legal aspects of the management process, including government regulation of business, structure of our legal system, the Constitution and business, legislation, administrative and common law, labor and employment laws, securities regulations, consumer protection, antitrust, torts, and various forms of business organization.

691 Managerial Law (3)

Overview of contracts, sales, bulk sales, documents of title and investment securities, commercial paper, secured transactions, suretyship, bankruptcy, real and personal property, bailments, insurance, agency and administration of estates and trusts. This course, together with MBA 690 is designed to meet the CPA preparatory requirements.

699 Management Strategy and Policy (3)

Integrated approach to strategic planning, problem solving and managerial decision-making process. To be taken at the conclusion of the required MBA sequence of courses. (Final course).

701 Directed Study (3)

Opportunities to pursue research under the guidance of an advisor in areas of special interest to the student; approval of the Dean required.

D. Inez Andreas School of Business Executive Master of Business Administration

The Executive MBA (XMBA) program is a relatively new and exciting concept in graduate management education that prepares organizational leaders from private and public enterprise to meet the challenges of an ever-changing economic and cultural environment. These programs are designed to allow senior and mid-level executives to keep pace in their profession without career interruption.

The curriculum has been developed to integrate basic disciplines of accounting, management, marketing, economics, and finance with innovation and entrepreneurship. Learning modules have been coordinated to give the manager a core of professional knowledge and a broad framework for decision making. Emphasis is placed on team effort and the sharing of experience and expertise in a structurally integrated program. A full range of traditional and non-traditional learning techniques are used including case studies, research projects, computer simulation, interaction groups and lectures.

The XMBA program, which extends over four semesters, meets one day each week on alternate Fridays and Saturdays from 8:30 a.m. to 4:30 p.m. Semesters run from September through December and from January through April. Students remain together for the entire two years, allowing group dynamics established in the first semester to continue through the entire program.

Executives applying for and being admitted to the program are expected to hold a Bachelor's Degree; however, a limited number of executives who lack such a background will be considered for admission if their credentials

indicate a strong probability for success in the program. It is anticipated that all candidates will have at least ten years of professional experience.

Candidates for admission should complete the application form, provide two letters of professional reference, and submit transcripts of all previous college coursework.

The admission decision is based on a number of factors including present level of executive responsibility, employment history, and may include a personal interview at the applicant's office.

Executives who complete the 36 semester hour program maintaining a B average, are awarded the Master of Business Administration (MBA) degree at the University's Spring Convocation.

COURSE OFFERINGS:

- XMB 600 Management of Organizations
- XMB 603 International Business
- XMB 608 Labor and Human Resources Management
- XMB 610/11 Information Systems and Computer Applications
- XMB 620 Managerial Finance
- XMB 640 Marketing Management
- XMB 650 Quantitative Analysis in Business Decisions
- XMB 660 Managerial Accounting
- XMB 680 Managerial Economics
- XMB 690 Social, Legal and Ethical Aspects of Business
- XMB 698 Advanced Topics in Management
- XMB 699 Planning and Policy Seminar

Course Descriptions — Executive Business Prefix: XMB

First Semester

600 Management of Organizations

A framework for understanding the modern business enterprise by an intensive study and review of management thought and organization theory, the functions of management, and recent trends in management. An effort will be made to integrate experiences and work problems with course materials.

640 Marketing Management

Examination of current marketing concepts and practices relating to planning, product development, pricing, promotion and distribution. Attention is given to managing the marketing efforts and applying the current marketing concepts. Marketing problems are analyzed from the perspective of top management and considerable time is devoted to strategic planning and the executives' own marketing experiences.

660 Managerial Accounting

An appreciation of accounting concepts for planning, budgeting, and control is developed from the perspective of top management. Emphasis will be placed on the frontiers of accounting thought. Topics to be covered include budgeting, costing systems, incremental analysis, standard costs, profit contribution reporting, and the use of return on investment as a measure of operating performance.

Second Semester

608 Labor and Human Resources Management

This course will explore the critical issues and strategic questions that will have to be addressed in managing aggregates of employees in the 1980's and beyond. Topics will include wage and

benefit determination, negotiation and administration, management prerogatives, union security, contract administration, grievance procedures and arbitration, personnel practices and procedures and equal employment opportunity.

620 Financial Management Analysis

The objective of this course is development of the executive's ability to apply the principal techniques of financial analysis to corporate financial problems. Topics include ratio analysis, financial forecasting, financial planning and control-budgeting, working capital management, sources and forms of long-term finance, financial structure and the cost of capital and decisions involving long-term assets.

650 Quantitative Analysis In Business Decisions

The purpose of this course is to reactivate latent skills in problem formulation and decision making within the context of what is often called operations research. The individual applies tools of mathematics, linear programming and stochastic processes to problems in optimization, sensitivity analysis and expected value. Model types include product mix, inventory control, queuing theory, payoff matrices, quality control and other concepts essential to managerial decision-making.

EXECUTIVE DEVELOPMENT I

Executives will participate in a weekend-in-residence program at a Miami Beach hotel. The entire weekend will be devoted to an intensive group application of principles and concepts studied during the first year through the use of an integrated case or simulation.

Third Semester

XMB 603 International Business

This course deals with the unique problems and challenges involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal and cultural environment, international market analysis, foreign exchange risk management, international human resource management, the mechanics of import/export transactions, and a review of international money and capital markets. Executives will have ample opportunity to sharpen their decision-making skills through realistic case studies and computer-aided simulation games. A special emphasis will be placed on the specific problems of doing business with Latin America and the Caribbean in the 1980's.

XMB 610/11 Information Systems and Computer Applications

This course is designed to assist top managers in developing a better understanding of what computerized management information systems can and cannot do and to explore the consequences and potential impact of computers and computer-assisted management systems on the attitudes and performance behavior of executives. Topics include design and selection of appropriate management information systems for financial, statistical, and programming planning, reporting, and control and management of the processes of developing special purpose information systems. *In addition, participants are introduced to several software packages and applications, including electronic spreadsheets, data base management, and word processing.*

XMB 680 Managerial Economics

This course attempts to provide an in-depth understanding and appreciation of the effects of changing economic conditions on the operations of the firm. Attention is devoted to fiscal and monetary policy, business cycles and the application of economic logic to the management process.

Fourth Semester

XMB 690 Social, Legal and Ethical Aspects of Business

The focus of this course will be on the examination of the legal and social environments of business along with the norms and values developed by firms to meet the challenges of government regulation, community pressure, and public demand for accountability. Topics include the legal system, litigation and resolution of disputes, the constitution and business, administrative law, contracts, torts, forms of business organization, equal employment opportunity, antitrust law, and consumer protection.

XMB 698 Advanced Topics in Management

Many important and timely topics for executives do not fit into any of the courses in the existing curriculum, but are worthy of inclusion in this program. Each year the faculty will identify several such subjects and develop small modules to be covered in this course. Examples of such potential topics include insurance, risk management, development of entrepreneurial skills, and formulation of a business plan.

XMB 699 Planning and Policy Seminar

This is an integrative course which draws on the functional areas of management, marketing, finance, and economics to develop top-level policies and strategies. Through the extensive use of comprehensive case studies, executives are given the opportunity to strengthen decision-making techniques. Executive Development II projects are presented in this class.

EXECUTIVE DEVELOPMENT II

Executives work together in teams on the analysis of a designated firm's operation as if the executives were management consultants. The final report is a complete description of the firm's operation with strengths and weaknesses evaluated. The CEO and other officers of the firm are invited to the formal presentation made by the team and are given equal time to respond to the report. This project is developed and presented as a part of the planning and policy seminar.

D. Inez Andreas School of Business Master of Professional Accountancy

The Master of Professional Accountancy is a 30 semester hour program requiring 18 semester hours in advanced accounting and 12 semester hours of coursework in the MBA program selected from non-accounting courses.

ADMISSION PREREQUISITES:

Admission to the MPA program will be limited to students with undergraduate majors in accounting from accredited institutions. Admission decisions will be based on the undergraduate grade point average and the score on the Graduate Management Admissions Test. (Same standards as the MBA program). Applicants with acceptable GPA's will be allowed to enter the program as Provisional Students for one semester only, prior to submission of the GMAT score. The GMAT will be waived for persons holding CPA or CMA certification.

The admission, retention and graduation policies of the MBA program will govern the MPA program unless otherwise stated.

Persons with appropriate accounting backgrounds who hold the MBA degree may be allowed to waive the 12 semester hours of business courses and thus satisfy the MPA degree requirements by successfully completing the 18 semester hours of required accounting courses. The undergraduate transcript and MBA transcript will be reviewed, along with professional experience in the determination of appropriate background. Applicants deficient in any areas may be required to take additional prerequisite coursework. Such persons may or may not meet the new Florida guideline for approval to sit for the CPA examination.

It is anticipated that graduates of the Barry University Master of Professional Accountancy program, with appropriate undergraduate coursework, will meet the qualification standards to sit for the CPA examination.

ACADEMIC PROGRAM:

Required Accounting Courses—18 hours

MPA 660	Professional Accounting and Auditing Issues	3
MPA 662	Managerial Cost Accounting	3
MPA 663	Business Taxation	3
MPA 664	Advanced Auditing	3
MPA 665	Accounting Theory and Practice I.....	3
MPA 666	Accounting Controls for EDP Systems	3
MPA 667	Accounting Theory and Practice II.....	3
MPA 699	Internship in Accounting/Auditing	3

Accounting Coursework Total 18 of 24

Elective: MBA	Non-accounting elective	3
MBA	Non-accounting elective	3
MBA	Non-accounting elective	3
MBA	Non-accounting elective	3

Business Coursework Total 12

Total Accounting and Business Coursework 30

Students are allowed to enter the program at the beginning of any semester and take any combination of MPA and MBA coursework that will meet their scheduling needs and degree requirements.

It is anticipated that two of the MPA courses will be offered in the Fall, Spring, and Summer terms. The MBA non-accounting electives may be taken in any term, thus making it possible for a full time student to complete the degree in one year.

Graduate Course Descriptions — Accounting Prefix: MPA

660 Professional Accounting and Auditing Issues

A selection of current issues (both accounting and auditing) confronting the accounting profession. Through research and case analysis, emphasis is on practical utilization of GAAP (Generally Accepted Accounting Principles) and GAAS (Generally Accepted Auditing Principles).

662 Managerial Cost Accounting

Effective managerial decision-making and financial planning through accounting systems; performance evaluation; control of operations; capital budgeting and management of assets. Production cost; budgeting control; cost volume and profit analysis; alternative methods of measurement and analysis.

663 Business Taxation

Federal tax laws and regulations and their impact on the operations of both partnerships and corporations. The timing and types of income; important tax planning areas of depreciation, inventory methods, investment credit and employee benefit plans. Heavy emphasis on planning and decision-making leading to the greatest tax benefits for the firm.

664 Advanced Auditing

Study of the concepts, assumptions, standards and issues related to contemporary auditing theory and practice. Professional and technical aspects of auditing practice; ethics and legal responsibilities; review of field work emphasizing materiality, sampling, and working papers,

reporting problems including long-form and special purpose reports; study of recent auditing developments.

665 Accounting Theory and Practice I

Theoretical and practical application of accounting principles relating to basic concepts, assets, liabilities, equities, tax allocation, pensions, leases, accounting changes, the four required financial statements including disclosures. Emphasis on current accounting developments.

666 Accounting Controls for EDP Systems

A comprehensive controls approach to the contemporary computer environment; a necessary understanding of a complete system of controls, both manual and data processing, and their interrelationships; practical state-of-the-art solutions to auditing problems.

667 Accounting Theory and Practice II

Theoretical and practical application of accounting principles relating to: partnerships, consolidations, price-level accounting, foreign exchange, governmental, and nonprofit accounting.

699 Internship in Accounting/Auditing

Student is individually assigned to a CPA firm or other business firm to gain practical experience in an accounting/auditing related environment.



School of Computer Science

Robert L. Burke, Ed.D., Dean

The School of Computer Science offers various degree programs designed to meet the needs of the new information society in which we live. Programs for educators, computer professionals, and courses for students with other majors such as Arts and Sciences are offered within the school. All programs offer maximum opportunity for hands-on experience with computers. A variety of microcomputers are featured and students can work with large computers through time-sharing terminals. The School of Computer Science also has a Harris 60 Minicomputer which supports several time-sharing terminals.

The School of Computer Science has several missions:

- To educate those who will personally use computers in the performance of their chosen professional roles.
- To educate those who will educate others in the use of the computer, as teachers in elementary schools, in secondary schools, and in institutions of higher education, as trainers in corporate settings and in various institutions. To educate those who will work in professional roles in computer data processing.
- To educate those who wish to pursue a career in computer science.
- To perform research in all areas of computing.
- To provide service to the community in the form of workshops, consultation, informational resource provision, public speaking and conferences.
- To encourage the efforts of all educational components of Barry University to use computers and provide computer content as a regular part of their teaching by providing inservice education and consultation, as well as software and hardware support.
- To participate fully in the development of the profession of computer science by service in professional organizations, publishing, and participation in professional conferences.

— To provide inquiry and leadership in the area of ethics and values in the use of computers.

Degrees offered by the School of Computer Science include the following:

- B.S. in Computer Data Processing
- B.S. in Computer Science
- B.S. in Management Information Systems
- B.S. in Office Automation
- M.S. in Computer Science and Information Systems
- M.S. in Computer Education
- Ed.S. in Computer Education
- Elective courses are offered which are useful to all Barry students.
- Courses and workshops are offered to the general public.

No course within the major with a grade below "C" can be accepted as a required or elective course.

B.S. IN COMPUTER DATA PROCESSING

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

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

The following courses, plus an additional 15 credits of CS or CDP electives at the 300 level or above are required. The electives chosen will permit the student to have an emphasis in either Computer Programming or Computer Systems Design.

- CDP 180 Intro. to Computers
- CS 200 Computer Programming I
- CDP 204 BASIC Programming
- CDP 301 COBOL Programming
- CDP 310 Computer Processing Statistical Data
- CDP 325 Advanced COBOL
- CDP 400 Information Systems Analysis
- CDP 412 Applied BASIC Software Development Project
- CDP 433 Data Base Management Systems
- CDP 440 Data Communications
- **MAT 108 Pre-Calculus
- **MAT 152 Probability & Statistics

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

Required Corequisite Courses for those desiring to emphasize CDP with a management emphasis are as follows:

- ACC 201 Financial Accounting
- BUS 371 Social and Ethical Issues in Business
- ECO 201 Principles of Economics I
- MGT 209 Quantitative Analysis for Decision-Making
- MGT 305 Management Concepts and Applications

B.S. IN COMPUTER SCIENCE

The purpose of this program is to give the student a sufficient grounding in computer science fundamentals so that he or she can pursue graduate studies in the field or obtain professional employment in computer science.

There are courses of special interest in Artificial Intelligence (CS 340, 350, 360, 375, 404, 450). This once "theoretical" field has now become a fast growing applications-oriented field due to the research on Knowledge Engineering (building "expert systems"). The courses designated above cover several areas of artificial intelligence besides Knowledge Engineering (e.g., natural language understanding, cognitive science, planning systems).

There are ten core Computer Science (CS) courses required of all who want to obtain a B.S. in Computer Science. These courses provide the theoretical background and meet the suggested requirements of the ACM (Association for Computing Machinery) "Curriculum 78" standards. The core courses are shown below (with the ACM equivalent courses shown when applicable).

CS	200	Computer Programming I (CS-1)
CS	201	Computer Programming II (CS-2)
CS	250	Discrete Mathematics and Computer Logic
CS	301	Introduction to Computer Systems (CS-3)
CS	302	Introduction to Computer Organization (CS-4)
CS	350	Computer Programming in LISP (CS-12)
CS	401	Introduction to File Processing (CS-5)
CS	402	Operating Systems (CS-6)
CS	450	Data Structures and Algorithm Analysis (CS-7)
CS	475	Organization of Programming Languages (CS-8)

In addition to the core requirements, the student must take six more courses at the 300 level or above. The student is strongly urged to take several applications languages, such as BASIC (CDP 204), COBOL (CDP 301 and CDP 325), FORTRAN (CDP 302). In addition to the 16 required courses (13 above 300 level) the student must satisfy the University core course requirements as well as the mathematics (or other) prerequisites for the required CS courses.

B.S. IN MANAGEMENT INFORMATION SYSTEMS

This program will prepare students for careers in the application of computers and information technology to business. Theoretical foundation includes courses in systems design, programming, computer communications, economics, and the functional areas of business. Practical work includes business software development projects and the application of systems development methodology to real-world problems.

Major emphasis is on the computer area, but the program is designed to accommodate those students who desire a minor in business.

Distributed Course Work	45 Hrs.
Computer Science	39 Hrs.
Business	24 Hrs.
Electives	12 Hrs.
	<hr/>
	120 Hrs.

Computer Science

- CDP 180 Introduction to Computers
- CDP 204 BASIC Programming
- CS 315 Administrative Applications of Computers
- CDP 413 Applied COBOL Software Development Project
- CDP 412 Applied BASIC Software Development Project
- CDP 425 Computer Communications
- CDP 488 Operations Research
- CDP 301 COBOL Programming
- CDP 325 Advanced COBOL
- CDP 400 Information Systems Analysis
- CS 403 Systems Analysis and Design Project
- CDP 433 Data Base Management System
- CS 418 Managing Computer Resources

Business

- ACC 201 Financial Accounting
- ACC 202 Managerial Accounting
- ECO 201 Principles of Economics I
- ECO 202 Principles of Economics II
- MGT 305 Management Concepts and Applications
- MKT 306 Marketing Concepts and Applications
- BUS 371 Social and Ethical Issues in Business
- FIN 319 Financial Management

Math

- MAT 108 Precalculus
- MAT 152 Probability & Statistics

B.S. IN OFFICE AUTOMATION

A degree in Office Automation prepares individuals to perform all the functions necessary to introduce computerization into the work organization. The focus will be on micro-computers as work stations either in a stand-alone mode or linked with a small network. The graduate will be able to handle all aspects of automating the work environment including site preparation, equipment selection, software, maintenance, staff training and supervision.

Required Corequisite Courses for Office Automation

- ACC 201 Financial Accounting
- BUS 371 Social and Ethical Issues in Business
- ECO 201 Principles of Economics I
- MGT 209 Quantitative Analysis for Decision-Making
- MGT 305 Management Concepts and Applications

Minimum requirements for the Office Automation major are 60 semester credits of computer courses including the following courses and seven computer electives.

CDP 180	Introduction to Computers
CDP 204	BASIC Programming
CDP 412	Applied BASIC Software Development Project
CDP 428	Computer Graphics
CS 205	Word Processing
CS 410	Data Base Management
CS 415	Applications Software (Search & Evaluation)
CS 425	Computer Communications
CS 430	Computer-Assisted Strategic Planning
CS 400	Managing the Automated Office
CS 460	Designing Computer Work Environments
CS 435	Computer Hardware
CED 475	Training and Supervising Computer Users

MINOR IN COMPUTER INFORMATION SCIENCE (18 Credits)

The requirement for a Minor in Computer Information Science is 18 credit hours of computer courses consisting of the following 5 courses plus 1 compiled language course (COBOL recommended).

CDP 180	Introduction to Computers	3
CDP 204	BASIC Programming	3
CS 315	Administrative Applications of Computers	3
CDP 400	Information Systems Analysis	3
CDP 433	Data Base Management Systems	3
Choice of 1 Compiler Language (COBOL Recommended)		3
Total:		18

Course Descriptions — Computer Data Processing Prefix: CDP

180 Introduction to Computers (DPMA-CIS-I Equivalent)

Overview of computer information systems, suitable for students in all disciplines. This survey course introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in all segments of society. The fundamentals of computer problem solving and programming in a higher-level programming language are discussed and applied. Some hands-on programming is presented.

204 BASIC Programming (3)

Introduction to programming and the BASIC programming language. Emphasis on programming techniques, array processing, string manipulation and files.

300 Special Topics (3)

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

301 COBOL Programming (DPMA-CIS-2 Equivalent) (3)

Introduction to computer programming in a business environment. Emphasis on the fundamentals of structured program design, development, testing, implementation, and documentation of business-oriented applications using COBOL. Discussion and application of top-down design strategies and structured programming techniques for designing and developing problem solutions. Coverage of language syntax, data and file structures, input and output devices, and operating system facilities for implementing batch programs for report generation, input editing, table processing, and sequential file creation and access. Prerequisite: CDP 180 or CS 200.

302 FORTRAN Programming (3)

Students learn FORTRAN language in the solution of problems. Problems area include scientific and business applications with subroutines, modular programming, debugging techniques, analysis, programming and documentation. Prerequisites: MAT 108, CS 200 or CDP/CS 180.

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, CDP 301 or CDP 302.

310 Computer Processing Statistical Data (3)

Least squares analysis, curve fitting, analysis of variance and covariance in computations. Estimating and trend projects using computer produced plots. Prerequisites: MAT 108, 152, CDP 301 or 302.

325 Advanced COBOL (DPMA-CIS-3 Equivalent) (3)

A continuation of CDP 301. Emphasis on structured methodology of program design, development, testing, implementation, and documentation of business-oriented applications using COBOL. Includes coverage of sequential and random access files and processing techniques and development of programs and systems of programs for batch and interactive environments. Prerequisite: CDP 301.

350 Advanced FORTRAN (3)

Techniques in data reduction modular programming at the systems level; array manipulations. Practical applications in applied programming. Prerequisite: CDP 301.

359 Independent Study (1-3)

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

380 Assembly Language Programming (3)

Symbolic coding techniques at the machine language level. Computer architecture, number systems, addressing techniques, and interrupt processing. Students develop an understanding of actual operation of a computer code through hands-on testing. Prerequisites: MAT 108, 152, CS 200 or permission of instructor.

400 Information Systems Analysis (DPMA-CIS-4 Equivalent) (3)

Overview of the system development life cycle. Emphasis on current system documentation through the use of both classical and structured tools/techniques for describing process flows, data flows, data structures, file designs, input and output designs and program specifications. Discussion of the information gathering and reporting activities and of the transition from analysis to design. Prerequisites: CDP 180, CDP 204.

412 Applied BASIC Software Development Project (DPMA-CIS-7 Equivalent) (3)

Application of computer programming and system development concepts, principles and practices to a comprehensive system project. A team approach is used to analyze, design and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CDP 204, CDP 400.

413 Applied COBOL Software Development Project (3)

Application of computer programming and system development concepts, principles and practices to a comprehensive system project. A team approach is used to analyze, design and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CDP 325, CDP 400.

425 Computer Communications (DPMA-CIS-12 Equivalent) (3)

Features of centralized, decentralized and distributed systems will be examined. The impact of distributed systems on the business enterprise will be exposed via the medium of case studies. Technology implications of computer hardware, software and communications are discussed as they relate to the design, development and implementation of distributed data processing systems. Prerequisite: CDP 204 or CS 201.

428 Computer Graphics (3)

Introduction to graphical data processing. Display parameters. Information retrieval versus data retrieval. Image recording parameters. Transmission of digitized information. Pattern description and recognition, use of picture models and data structures. Display software. Prerequisites: MAT 108, 152, CDP 204, CS 201.

433 Data Base Management System (DPMA-CIS-6 Equivalent) (3)

Introduction to application program and development in a data base environment with an emphasis on use of a DBMS including loading, modifying and querying the data base using a host language. Discussion and application of data structures, indexed and direct file orga-

nizations, models of data including hierarchical, network and relational. Discussion of storage devices, data administration and data analysis, design and implementation. Prerequisite: CDP 400.

438 PASCAL Programming (3)

Introductory course in PASCAL programming. Extensive hands-on experience is provided through the solution of a realistic series of programming problems. Prerequisites: CDP 180, CDP 204.

440 Data Communications (3)

Techniques and applications in data communications. Types of data communications versus discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisites: CS 201 or CDP 204.

488 Operations Research (3)

Development, structure and functions of computer assisted decisions systems. The topics will include planning and demand service modes and simulations. Prerequisites: MAT 108, 152, CDP 400.

Course Descriptions — Computer Science Prefix: CS

180 Introduction to Computers (3) (DPMA-CIS-1 Equivalent)

In addition to the traditional presentation of computer literacy, this course teaches about computers by emphasizing the development of personal and professional computer skills useful in both student and professional work roles alike. Skills selected for development include the use of computers in planning and thought processing, writing, communication, formal presentations, electronic data base researching, desktop publishing, graphics, and an introduction to programming. The opportunity is provided for the exploration of a variety of topics of personal and general interest.

200 Computer Programming I (3)

Equivalent of ACM-CSI. Problem solving methods and algorithm development, structured programming and structured flowcharts. Debugging and documenting. Course will use a "high level" language such as Pascal.

201 Computer Programming II (3)

Equivalent of ACM-CS2. Continuation of the principles and methods taught in CS 200. Introduction of algorithmic analysis, string processing, internal search/sort methods, simple data structures. Prerequisite: CS 200.

205 Word Processing (3)

Intensive course in word processing which offers a variety of hardware and software. Emphasis is on the personal use of word processors in professional work roles.

210 Computer Programming in Logo (3)

A course suitable for non-majors as well as majors. Turtle Graphics and creative uses of Logo. Introduction to symbolic programming (list processing) for artificial intelligence applications. Course recommended for CS majors wanting to take further courses in Artificial Intelligence and Knowledge Engineering. Also recommended for Education Majors.

250 Discrete Mathematics and Computer Logic (3)

Prerequisite for required core course CS 302. Boolean algebra and switchin circuits. Symbolic logic, propositions and predicates, truth tables. Introduction to formal languages and production systems. Prerequisite: CS 201 or CS/CDP 180.

255 Turtle Geometry (3)

Designed to explore mathematical concepts using Turtle Geometry in the Logo computer language. Closed Path Theorem, recursion, vectors, topology, curved space and general relativity. Recommended previous course: CS 210 (Computer Programming in Logo).

300 Special Topics (3)

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

301 Introduction to Computer Systems (3)

Equivalent of ACM-CS3. Basic concepts of computer systems, introduction to computer architecture. Course will teach an assembly language. Prerequisite: CS 201 or CDP 301.

302 Introduction to Computer Organization (3)

Equivalent of ACM-CS4. Course covers hardware fundamentals with emphasis on microcomputers. Logic circuits. Information transfer between components. CDP 439 may be substituted. Prerequisite: CS 201 and CS 250.

303 RPG II Programming (3)

Introduction to computer programming in a business environment. Emphasis on the fundamentals of structured program design, development, testing, implementation and documentation of business-oriented applications using RPG II. Discussion and application of top-down design strategies and structured programming techniques for designing and developing problem solutions. Coverage of language syntax, data and file structures, input and output devices, and operating system facilities for implementing batch programs for report generation, input editing, table processing, and sequential file creation and access. Prerequisites: CDP 180 or CS 200.

307 Introduction to Digital Audio (3)

A survey of the applications of computer technology in the processing of sound. Topics include the physics and psychology of sound, techniques for computer generation of sound (e.g., Fourier synthesis, FM synthesis), speech recognition, D-to-A and A-to-D conversion, digital recording (Pulse Code Modulation and Compact Discs), applications of artificial intelligence. Prerequisite: CS/CDP 180 or CS 200.

315 Administrative Applications of Computers (3)

A course recommended for non-majors as well as majors. Includes extensive hands-on experience with commercially available business productivity software packages including spreadsheets, data base, and graphics.

340 Introduction to Artificial Intelligence (3)

A survey course for majors and nonmajors with previous computer experience. Topics covered include the programming languages for artificial intelligence (e.g., LISP and PROLOG), cognitive science, robotics, understanding natural language, pattern recognition (visual & audio), planning, problem solving, automated learning, expert systems and knowledge engineering. This is recommended for those who will take CS 350 or CS375. Recommended: CS/CDP 180, or equivalent introduction to computers.

350 Computer Programming in LISP (3)

LISP is an interactive, functional language which is the standard language for artificial intelligence programming. Course topics include symbolic expressions (atoms and lists), lambda definitions, coping, recursion. Applications of LISP for language understanding, planning, and knowledge bases. Prerequisite: CS 201 or CS/CDP 180. Recommended: CS 340. Equivalent of ACM-CS 12.

355 Robotics (3)

Course focuses on the design and control of stationary and mobile robots. The parts of robots will be studied in the context of robot morphology. The nature of the drive mechanisms (electrical, mechanical, pneumatic and hydraulic) are described as well as sensors, motors, effectors and the various peripheral modules. Simple feedback mechanisms will be covered. Prerequisites: CS 301, CS 302.

359 Independent Study (1-3)

Opportunity to work in areas of special interest to the student. Prerequisite: Approval of the faculty member and the dean.

360 Computer Programming in PROLOG (3)

Introduction to logic programming using PROLOG. The course covers applications of PROLOG in artificial intelligence programming (especially in expert systems) and in the construction of relational databases. Prerequisite: CS 201; Recommended: CS 340.

370 Computer Programming in C (3)

C was developed at Bell Laboratories to replace assembly language in systems programming, resulting in more portable programs. The course covers data typing including the internally defined data structures (arrays, structures, and unions), control structures, functions and their evaluations. Students will study and write application programs such as database systems. Prerequisites: Familiarity with structured programming (either CS 201, CS 204, CDP 301, CDP 302); Recommended: CDP 380.

375 Introduction to Knowledge Engineering (3)

Survey course of this new, applications-oriented facet of Artificial Intelligence. Course will introduce applications of Expert Systems in various fields (e.g., business, education, medicine). Techniques for interviewing human experts prior to implementation of expert computer program. Course includes hands-on experience with an expert system. Knowledge of LISP not required. Suitable for non-majors as well as majors.

399 Internship (3-6)

Computer Science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours for 3 credits or 240 hours for 6 credits. Prerequisites: Junior status and departmental approval. (Students may elect a maximum of 6 internship credits.)

400 Managing the Automated Office (3)

Introductory course in managing the automated office with emphasis on the use of microcomputers and timesharing terminals. Topics covered include facilities planning, equipment selection, software selection, security, staffing, training and supervision. Covers all aspects of office automation including word processing, data base management, electronic filing, electronic mail, computer teleconferencing, use of applications, software, software generators and the general use of professional work stations.

401 Introduction to File Processing (3)

Equivalent of ACM-CS5. Introduction to structuring data on bulk storage devices (e.g., floppy or hard disks). Disk storage hardware fundamentals. This is an application of data structures and file handling. Introduction to concepts of data base. Prerequisite: CS 201.

402 Operating Systems (3)

Equivalent to ACM-CS6. Organization and architecture of computer systems and the most fundamental, machine level. Major concepts of all operating systems. Study of the implementation of an existing system (e.g., CP/M, PC DOS, UCSD-p). Students will implement a simple operating system of their own. Prerequisites: CS 301 and CS 302; Recommended: CS 401.

403 Systems Analysis and Design Project (3)

Student teams apply systems development methodology to practical problems. Emphasis is on translating user requirements into specific recommendations for hardware, software, security, operational procedures and staffing. Projects are formally presented. Prerequisites: CDP 400.

404 Programming for Knowledge Engineering (3)

Methods of implementing a LISP-based expert system software "tool". Also covers the use of the tool in implementing a particular expert system application. Prerequisite: CS 350, CS 375.

410 Data Base Management (3)

Use of one or more of the commonly available data base systems. Design of record schema. Searching and report generation.

415 Applications Software (3)

Provides the opportunity to evaluate a large variety of commercially available applications software and become fluent in its use. Business software is featured and experience is available on a variety of microcomputers.

418 Managing Computer Resources (3)

A study of the acquisition, allocation, maintenance, and use of computing resources within work organizations.

420 Operating the Professional Work Station (3)

Includes a study of all aspects of the use of microcomputer-based personal, professional work stations. Aspects of ergonomics, lighting, value, features are covered. The opportunity is provided for extensive hands-on experience with a variety of hardware and software.

425 Computer Communications (3)

Microcomputer-based course provides a thorough introduction to all aspects of computer communications. Experience is provided in the use of national information utility services as well as local networks. Prerequisite: CS 201 or CDP 204.

430 Computer-Assisted Strategic Planning (3)

Introductory course in strategic planning using a range of tool software including interactive aids to decision-making, electronic spread sheets, and dynamic simulations model building systems.

435 Computing Hardware (3)

Comprehensive study of the major microcomputer brands and models. Special emphasis given to small business applications and auxiliary equipment for office automation.

440 Advanced LISP Programming (3)

Discussion of advanced data structures using the LISP language as a basis. Church's lambda calculus, combinators, considerations in the design of LISP machines. Can be substituted for CS 450. Prerequisites: CS 401 and CS 350.

450 Data Structures and Algorithm Analysis (3)

Equivalent of ACM-CS7. Analysis and design of nonnumeric algorithms which act on data structures. Introduction to implementation considerations (e.g., CODASYL standards) for a data base management system. Prerequisite: CS 401.

475 Organization of Programming Languages (3)

Equivalent of ACM-CS8. Formal specification of a computer language using Backus-Naur Form. Compilers vs Interpreters. Introduction to considerations in implementing an interpreter (lexical analysis, parsing, run-time considerations). Students will implement a language (e.g., MOUSE). Prerequisite: CS 201; Recommended: CS 301 and CS 450.

499 Internship (3-6)

Continuation of CS 399. Requires a minimum of 120 hours for three credits or 240 hours for 6 credits. Prerequisites: Senior status and departmental approval. (Students may elect a maximum of 6 internship credits.)

COMPUTER EDUCATION

The School of Computer Science offers students at Barry University an opportunity to take a number of undergraduate computer education courses. These courses give students added expertise in the field of computer technology as it applies to education.

Students in all disciplines can benefit from various computer education courses even if taken as electives. A sufficient involvement in this program could lead to an approved minor in computer education. The appropriate inclusion of this minor in a student's discipline must be approved by his/her advisor in that discipline.

Students taking courses in this program must initially complete an introductory computer course, CS/CDP 180.

All courses in the 500 series are open to undergraduates properly qualified to take them.

Course Descriptions — Computer Education Prefix: CED

205 Computer Programming for Educators

An introductory programming course emphasizing prevalent languages. Languages such as Logo, Pilot and BASIC will be taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications.

300 Special Topics (3)

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

305 Teaching Computer Concepts and Skills

An introduction to the special problems and strategies for teaching computer languages and literacy concepts and skills to individuals of various backgrounds. Varying curriculums, materials and teaching methods will be investigated for appropriate computer application.

325 Creating and Implementing Courseware

Covers various aspects of effective creation, modification and use of CAI courseware. Enables educators to function in a CAI environment within a specific school setting.

336 Educational Software/Hardware Search and Evaluation

Comprehensive study of a variety of microcomputer hardware and applications software. Special emphasis given to educational applications and effective evaluation instruments and techniques.

350 Computers and School Management (3)

Covers all aspects of electronic administrative management in an educational setting. Special emphasis will be given to the utilization of software which improves efficiency in areas such as scheduling, finances, and record keeping.

355 Computers for Classroom Management (3)

An introductory course emphasizing educational procedures for managing student instruction. Electronic record keeping, testing, prescription, and diagnosis will be investigated.

360 Computer Applications for Instructional Disciplines (3)

An introductory course which emphasizes the effective use of computers in various disciplines. The student will explore the role of the computer as a supplementary instructional tool in his or her own discipline.

400 Computer Literacy for Teachers (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.

405 Introduction to Computer Education (3)

Comprehensive introduction to the board role of computers in education. The computer is examined both as a subject of instruction as well as a tool for the professional educator.

410 Operating Microcomputers in the Classroom (3)

Entry level course which prepares educators to use computers to implement utility software applications and selected software such as word processors, data base managers and courseware generators in the K-12 classroom.

414 Computer Programming in Logo (3)

Introductory course in programming in the Logo language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparation to teach Logo, particularly at the elementary school level.

415 Microcomputing in the Curriculum (3)

Strategies and methods for intergrating microcomputing within the elementary curriculum. This entry level course seeks to prepare teachers for dealing with microcomputers in the classroom. Extensive hands-on experience with powerful microcomputers, teachers will have opportunities to operate educational programs on the microcomputer to learn programming skills in the BASIC and PILOT languages and to explore the full range of microcomputer applications suitable for classroom use.

420 Teaching Computer Literacy (3)

Cognitive and functional computer literacy are being taught increasingly at all levels of schooling. This course includes an investigation of the major issues involved and prepares teachers to plan and carry out such computer education.

421 Computer Programming in BASIC (3)

Introductory course in programming in the BASIC language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparation to teach BASIC.

475 Training and Supervising Computer Users (3)

This course covers the technical supervision that is required of an automated office manager, the training and supervision of employees in the computerized office.

Master of Science Degree or Educational Specialist Degree in Computer Education

The Computer Education Programs are offered by the School of Computer Science. The Computer Education Programs are intended to prepare inservice teachers to use microcomputers, to teach microcomputer use including programming, and to produce educational software including CAI courseware. Depending upon the background and experience of the applicant, the M.S. and Ed.S. may be similar, or they may be quite different.

SPECIAL STUDENT STATUS

Applicants may be permitted to take up to four graduate courses (12 credits) in computer education on the basis of a signed application and proof of a baccalaureate degree from an accredited institution of higher education.

DEGREE CANDIDATE STATUS

Acceptance to degree candidate status requires appropriate letters of recommendation (two professional, one personal) and all official transcripts which show a final undergraduate GPA not less than 2.6. Any student not fulfilling these requirements satisfactorily may petition to be placed on provisional acceptance status. This status will be converted to full acceptance status if the student maintains a 3.0 GPA at the end of at least three graduate computer education courses.

Official transcripts of all prior higher education experience must be sent to the Admissions office directly from the issuing institution. Letters of recommendation must be sent directly to the Admissions Office from the person(s) 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. In addition, all transfer credits cannot be more than seven years old at the time of the completion of our graduate program in computer education.

REQUIREMENTS FOR GRADUATION

A minimum of 36 semester credits (including up to 6 transfer credits) must be completed with a GPA of 3.0 or higher for each graduate degree received in computer education. The last six credits of the program can be earned by the completion of either a practicum, internship, thesis or two additional courses.

Graduate Course Description — Computer Education Prefix: 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.

505 Introduction to Computer Education (3)

Comprehensive introduction to the broad role of computers in education. The computer is examined both as a subject of instruction as well as a tool for the professional educator.

506 Introduction to Computers in Higher Education (3)

Comprehensive introduction to the broad role of computers in higher education. The computer is examined both as a subject of instruction as well as a tool for the professional educator. Emphasis is upon the use of CAI coursewares to augment the higher education curriculum.

510 Operating Microcomputers in the Classroom (3)

Entry level course which prepares educators to use computers to implement utility software, applications software and selected tool software such as word processors, data base managers and courseware generators in the K-12 classroom.

512 Introduction to Computers for Trainers (3)

An entry course which prepares trainers to implement applications software and selected tool software such as word processors and data base managers in a training environment.

513 Introduction to Computers for Courseware Developers (3)

An entry level course which prepares courseware developers to design, implement, and field test courseware in various environments with various participants.

515 Microcomputing in the Curriculum (3)

Strategies and methods for integrating microcomputing within the elementary curriculum are highlighted. This entry level course seeks to prepare teachers for dealing with microcomputers in the classroom. Extensive hands-on experience with powerful microcomputers is featured. Teachers will have opportunities to operate educational programs on the microcomputer, to learn programming skills in the BASIC and PILOT languages and to explore the full range of microcomputer applications suitable for classroom use.

520 Teaching Computer Literacy (3)

Cognitive and functional computer literacy are being taught increasingly at all levels of schooling. This course includes an investigation of the major issues involved and prepares teachers to plan and carry out such computer education. Prerequisite: CED 500.

525 Computer Assisted Teaching (3)

Entry level course which prepares teachers to use computers in the classroom as a tool to support traditional teaching/learning activities and to create new approaches to teaching and learning. Emphasis will be upon the use of generic applications software such as word processors, data base managers and spreadsheets.

580 Computer Programming in Assembly Language (3)

Advanced course in programming in Assembly Language with emphasis on individual projects including advanced programming concepts. Emphasis is on educational applications and preparation to teach and use assembly language.

609 Courseware Generators (3)

Introductory course for those who wish to learn a simple method for generating instructional courseware. Several commercially available courseware generators will be evaluated and used.

610 Creating Courseware Using PILOT (3)

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

611 Creating Courseware Using Tutor (3)

Introductory course in the use of the TUTOR language to create courseware especially for delivery on Control Data PLATO CAI system.

612 Computer Programming in Pascal I (3)

Introductory course in programming in the Pascal language taught in a laboratory setting with extensive opportunity for hand-on experience. Emphasis is on educational applications and preparations to teach Pascal. Prerequisites: CED 621 or 614.

613 Computer Programming in Pascal II (3)

Advanced course in programming in the Pascal language with emphasis on individual projects including advanced programming concepts. Emphasis is on educational applications and preparation to teach Pascal. Prerequisite: CED 612.

614 Computer Programming in Logo (3)

Introduction course in programming in the Logo language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparation to teach Logo, particularly at the elementary school level. Prerequisite: CED 505.

615 Computer Programming in Logo II (3)

Advanced programming in Logo. The course will demonstrate Logo's effectiveness as a serious programming language. Course content will include interfacing Logo with peripherals interrupt driven programs, advanced list processing and applications of Logo in artificial intelligence. Prerequisite: CED 614.

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. Emphasis is on educational applications and preparation to teach BASIC.

622 Computer Programming in BASIC II (3)

Advanced course in programming in the BASIC language with emphasis on individual projects including advanced programming concepts. Emphasis is on educational applications and preparation to teach BASIC. Prerequisite: CED 621.

624 Computer Programming in Micro-PROLOG (3)

PROLOG, developed in Europe, has applications in artificial intelligence and data base design. This course teaches the use of PROLOG as a classroom tool for logical thinking. The experience of educators in England using PROLOG with children will be reviewed. Prerequisite: CED 621 or 614.

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. Educational applications such as CAI courseware generators will form a major emphasis for the course. Prerequisite: one or more language courses.

627 Teaching Computer Programming (3)

Relative strengths and weaknesses of various computer languages are investigated with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching computer programming to the individuals of various backgrounds. Prerequisite: one or more language courses.

628 Teaching BASIC (3)

Relative strengths and weaknesses of the BASIC language will be investigated with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching BASIC to individuals of various backgrounds. Prerequisite: CED 621.

629 Teaching Pascal (3)

Relative strengths and weaknesses of the Pascal language will be investigated with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching Pascal to individuals of various backgrounds. Prerequisite: CED 612.

630 Artificial Intelligence for Educators (3)

The course has three purposes. First, it provides an overview of artificial intelligence (AI) techniques and issues including expert systems, understanding natural language, computer vision, and robotics. Second, cognitive science, which applies AI concepts to human learning, will be examined. Finally, AI programming concepts will be taught using LISP, PROLOG, or Logo. Recommended: CED 614.

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 development techniques and validation. Prerequisite: one or more language courses.

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: CED 631.

634 Educational Computer Applications (3)

A comprehensive study of various computer applications for the classroom teacher. This course will include applications of word processing, data base management, spreadsheet and telecommunications.

635 Educational Computing Hardware (3)

Comprehensive study of the major microcomputer brands and models. Special emphasis given to educational applications and auxiliary equipment with educational usefulness.

636 Educational Software Search and Evaluation (3)

Comprehensive study of the sources, features and purposes of applications software. Special attention paid to educational software. A variety of evaluation systems are examined.

637 Educational Applications of Computer Peripherals (3)

Comprehensive study of interfacing various devices to microcomputer systems. Special emphasis will be placed on accessing these devices for input, output and storage of programs and data. Professional and student programs will be used to accomplish these functions. Prerequisite: CED 621 and 610.

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 language courses.

641 Implementing Computer-Assisted Instruction (3)

Covers all aspects of the CAI program from facilities planning to courseware selection to facilities and program management. Prepares teachers to operate the CAI environment within a traditional school setting. Prerequisite: CED 636.

648 Robot Literacy (3)

An introduction to personal robots with emphasis on their use in the classroom. The course will review the history of robots, and the use of robots in industry and fiction. An overview of presently available personal robots, including the "toy" BIGTRAK and the Logo "turtle" will be presented; students will also program a robot. Prerequisite: CED 621.

650 Computer Hardware Service and Maintenance for Educators (3)

A comprehensive course in the service and maintenance of computers on a school-wide basis. Participants will be able to diagnose, test, adjust, remove and replace malfunctioning computer parts. Sophisticated test equipment and tools will be utilized. Prerequisite: CED 635.

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. Emphasis will be on educational applications of simulation and using simulation as a teaching tool. Prerequisite: one or more language courses.

652 Interactive Intelligent Graphics (3)

Computer graphics can add important new dimensions and power to human communication. This introductory course in computer graphics provides an overview of developments and encourages the students to develop skills in the planning, creation and programming of graphic applications. Emphasis will be on graphics for CAI and other educational applications. Prerequisite: one language course.

653 Computer Communications (3)

Powerful communication abilities of microcomputers can open up the world to learners regardless of their physical location. This course explores communications technology as it relates to computers and pedagogical applications.

654 Planning the Elementary School Computer Education Curriculum (3)

Intended for elementary teachers. This course covers all aspects of planning the computer education curriculum for the elementary school from computer literacy to programming languages to CAI implementation. This course is also suitable for administrators, particularly elementary school principals and curriculum supervisors.

655 Planning the Secondary School Computer Education Curriculum (3)

Intended for secondary teachers. This course covers all aspects of planning the computer education curriculum for the secondary school from computer literacy to programming languages to CAI implementation to advanced applications programming. This course is also suitable for administrators, particularly secondary school principals and curriculum supervisors.

658 Managing and Supervising Computer Education (3)

Intended for elementary and secondary school administrators and department chairs. This course covers all aspects of management and supervision of computer programs in schools. Strong emphasis is placed on administrative decisions regarding ongoing evaluation and modification of computer programs to insure local/state goals and objectives.

659 Administration of Computer Education (3)

Intended for elementary and secondary school administrators and department chairpersons. This course covers all aspects of developing and implementing the computer education curriculum from computer literacy to programming languages to CAI applications. Strong emphasis is placed on administrative decisions regarding scheduling, staffing, purchasing, and computer environments.

660 Managing the Computer Education Environment (3)

All aspects of managing the computer education environment from facilities planning to equipment and software procurement to security will be covered.

661 Administrative Applications of Computers (3)

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

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 is featured. Educational applications such as academic record-keeping will be emphasized. Prerequisite: CED 634.

663 Word Processing (3)

Introductory course provides the skills needed to use the microcomputer as a word processor. Emphasis will be upon teaching word processing, professional writing and curriculum development applications.

664 School Finance and Budget Administration with Computer Applications (3)

General course in the financial administration K-12 school budgets with special emphasis on the use of computer. Computer based techniques of budget planning, financial accounting and financial reporting are included.

665 Teaching Word Processing (3)

Relative strengths and weaknesses of several word processing software packages will be investigated. Participants will be introduced to the special problems and methods of teaching WORD-PROCESSING to individuals of various backgrounds. Prerequisite: CED 663.

666 Spreadsheet Applications (3)

Introductory user's course which provides a theoretical, conceptual, and critical overview of spreadsheet design and utilization. Hands-on experience with a representative variety of commercially available spreadsheets is featured. Educational applications such as inventories and financial management will be emphasized. Prerequisite: CED 634.

670 Computer Applications in Art Education (3)

Introductory course in the applications of microcomputers in the teaching of art. Graphics applications are stressed, both as a means of concept development in art and as a means of facilitating student self-expression.

671 Computer Applications in Business Education (3)

Prepares the business education teacher to use the microcomputer in a variety of business education applications. Emphasis is placed upon the identification, evaluation and implementation of specialized Business Education CAI courseware. Prerequisite: CED 634.

672 Computer Application in Teaching English (3)

Prepares teachers of English to use the many applications of microcomputers in their teaching. The use of wordprocessing capabilities of microcomputers to create an educational environment for the teaching of writing is emphasized. Including the identification, evaluation and implementation of CAI courseware for the development of skills such as vocabulary and spelling.

673 Computer Applications in Math Education (3)

Prepares math teachers to teach computer related content and to use the microcomputer in the math classroom. Includes the identification, evaluation and implementation of CAI courseware in the development of mathematical skills and concepts. Prerequisite: CED 621.

674 Computer Applications in Science Education (3)

Prepares science teachers to deal with the computer as content and to use the microcomputer as a tool in the science classroom. Emphasis is placed on identification, evaluation and implementation of CAI courseware in the science area.

675 Computer Applications in Social Studies Education (3)

Prepares Social Studies teachers to deal with the computer as content and to use the microcomputer as a tool in the Social Studies classroom. Emphasis is on the use of simulation to study complex social systems.

676 Computer Applications in the Teaching of Reading (3)

Prepares reading teachers to use a variety of the attributes of computers in the teaching of reading. Emphasis is on the diagnostic, remedial and record-keeping strengths of computers.

677 Computer Application in the Teaching of Writing (3)

Computers present special promise for the teaching of writing. Emphasis is on the creation of a computerized environment for learning in which student writing, critique and rewriting are all facilitated electronically.

678 Computer Applications in Exceptional Childhood Education (3)

Prepares special education teachers to use the unique strength of computers for diagnostic remediation and record-keeping in the remedial education environment.

679 Computer Applications in Early Childhood Education (3)

Introductory course for teachers specializing in early childhood education. Topics include special considerations for environment, equipment and software/courseware and methods to support the exposure of the very young child to computers.

680 Computer Applications in Elementary Education (3)

Prepares elementary school teachers to implement a variety of computer applications in various disciplines. Emphasis is upon the use of CAI courseware to augment the elementary school curriculum.

681 Computer Applications in Guidance and Counseling (3)

Prepares guidance and counseling educators to use the computer in applications for advisement, career and personal counseling, and developing inventories. Emphasis is on record-keeping, diagnostic profile development, remedial education projections and scheduling.

684 Computer Applications in the Media Center (3)

Prepares media coordinators to use a variety of the attributes of computers for maintaining an efficient media center. Emphasis is on computer management for various record keeping tasks.

685 Computer Applications in Teaching the Gifted (3)

Prepares teachers of the gifted to use computers in a variety of ways to enrich the education of the gifted student. Special applications of game theory, logic and problem solving are included.

686 Computers and Creativity (3)

Presents special techniques for using the computer to encourage the creativity of students. Prepares teachers to deal with advanced students working on individualized projects involving computers.

700 Independent Study (1-6)

Opportunity to pursue study in one or more areas of computer science. The study will be conducted under the guidance of a faculty member. Prerequisite: Departmental approval.

710 Practicum (3-6)

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

720 Internship (3,6)

Students select an internship purpose and site in consultation with an advisor. 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 (80 hours/3 credits) of service must be logged.

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.

Master of Science in Computer Science and Information Systems

The Master of Science in Computer Science and Information-Systems is a professional master's program designed to meet the needs of students seeking advanced skills in designing and implementing computer applications, and of those seeking academic preparation for responsibilities as managers of computer-based activities. The course of study includes both administrative and technical aspects of information systems.

Program objective is to provide the student with the theoretical and practical foundation which will lead to a career as manager of systems analysis or data processing operations, data base administrator, director of management information systems, or as a consultant.

ADMISSION REQUIREMENTS

Bachelor's degree from a regionally accredited college or university. Prerequisite courses as listed below. Adequate scoring on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Professional experience as evaluated by the School may be taken in lieu of certain prerequisite courses. School of Computer Science undergraduate courses providing the prerequisites are listed below. In addition, students must have completed six semester hours of college level math, including statistics. Two letters of recommendation are required.

Programming Skills

BASIC Programming (Courses or experience equivalent to 3 undergraduate semester credits)

One higher level, compiled language. (COBOL, C, Pascal, etc.) (Courses or experience equivalent to 3 undergraduate semester credits)

Course Title	Semester Credits
CDP 204 Basic programming	3
CDP 301 COBOL programming	3

DEGREE REQUIREMENTS

To qualify for the degree of Master of Science in Computer Science and Information Systems, each candidate must:

1. Be fully accepted into the program.
2. Complete at least 36 semester hours of required and elective courses with a grade point average of 3.0 or greater and with no grade below C.
3. Meet all general requirements of the University for a Master's degree and complete the program within seven years.

CURRICULUM OUTLINE

The following seven core courses must be taken by all M.S. candidates. Courses may be taken in any sequence provided prerequisites are met.

Course Title	Semester Credits
CS 515 Administrative Applications of Microcomputers	3
CS 520 Computer Information Systems	3
CS 530 Decision Support Systems	3
CS 540 Data Communications	3
CS 560 Data Base Management Systems	3
CS 575 Expert Systems	3
CS 580 Computing Hardware	3
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ELECTIVE COURSES

Students may choose any five elective graduate courses to complete requirements for the degree.

Course Title	Semester Credits
CS 502 Operating Systems	3
CS 503 Computer Networks	3
CS 509 Legal and Ethical Aspects of Computing	3
CS 512 Applied BASIC Software Development Project	2
CS 513 Applied COBOL Software Development Project	3
CS 600 Applied Interactive Graphics	3
CS 605 Data Center Management	3
CS 607 Computer Security	3
CS 610 Fourth Generation Languages	3
CS 615 Research Applications of Computers	3
CS 651 Computer Modeling And Simulation	3
CS 660 The Intelligent Office	3
CS 665 Special Topics in Computing	3
CS 699 Thesis	6
CS 700 Directed Independent Study	3

TRANSFER CREDIT

Acceptance of transfer credits from approved institutions is dependent on the pertinence of the work to the M.S. program. Only courses which directly parallel and are fully equivalent to elective courses or required courses may be applied to degree credit. Transfer graduate students should confer with the Dean of the School of Computer Science at an early date to ensure that no misunderstanding occurs with regard to the use of transfer credit in their degree plan. The transfer of up to six semester hours of graduate work may be allowed subject to the following restrictions:

1. All transfer credits must be a B (3.0 or better), and the student's overall grade point average in all previous graduate work must be at least B (3.0 on a 4.0 scale).
2. No graduate credit will be allowed for correspondence or extension work.

CREDIT DUPLICATION

No credit used for another degree or preparatory course credit may be counted as credit for the M.S. degree.

ACADEMIC STANDING

Continuation in the graduate program requires satisfactory progress toward the graduate degree. Evidence of such progress includes maintenance of a 3.0 cumulative average throughout the course of academic study. In addition, only grades of A, B, and C are acceptable in fulfilling graduate school requirements in the M.S. plan of study.

Failure to attain a 3.0 cumulative average within two successive semesters following the semester in which the deficiency first occurred will result in automatic dismissal. The School reserves the right to dismiss any student at any time when in its judgement he or she is not making satisfactory progress.

ADMISSION TO CANDIDACY

Admission to the graduate program does not guarantee that the student will be admitted to candidacy for the M.S. degree. The student must file an application for admission to candidacy with the Dean of the School of Computer Science after completion of 12 semester hours of the M.S. required core courses. Approval of the application is a certification by the School that the student has demonstrated the ability to do acceptable graduate work and that he or she has made normal progress toward the M.S. degree. The specific requirements for admission to candidacy are:

1. Satisfactory completion of all preparatory courses which were designated as a condition of admission with a minimum grade point average of B (3.0.)
2. Satisfactory completion of 12 semester credits of required core courses with a minimum grade point average of B (3.0.)
3. The student's program of study has been approved by the Dean's office.

FOREIGN STUDENTS

A graduate of a foreign college or university who has completed an academic program equivalent to an American bachelor's degree may apply for admission to the M.S. program. Foreign applicants are required to submit with their applications official, certified transcripts indicating the nature and scope of their academic training. A foreign applicant, before enrolling for courses, is required to submit a score of 550 on the Test of English as a Foreign Language (TOEFL). Applicants must write to: Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S. 08540, for details.

GRADUATION

Students who expect to graduate at the end of any semester must:

1. File "Application for Degree" form with the Office of the Registrar no later than the date specified in the Academic Calendar for the Semester in which they expect to graduate.
2. Complete all degree requirements specified for the M.S. degree.

COOPERATIVE EDUCATION PROGRAM

The School's Cooperative Education Program enables interested students of the School to take advantage of the opportunity to participate in a period of paid work experience.

Graduate Course Description - Computer Science Prefix: CS

CS 502 Operating Systems (3)

An overview of operating systems and services covering the following: CPU scheduling, device scheduling, memory management, virtual memory, concurrent processes, deadlock prevention, avoidance and recovery, etc. A detailed study to several important operating systems: OS/360, MVS and VM; Unix, Vax, Ms.Dos.

CS 503 Computer Networks (3)

A thorough coverage of computer networks, covering traditional packet switching as well as satellite networks and local area networks, distributed processing. Network architectures and protocols will be analyzed in the local environment.

CS 509 Legal and Ethical Aspects of Computing (3)

A study of the spectrum of legal and ethical considerations involved in the use and misuse of computer technology. Topics include contracts, copyright, economic crimes, privacy, "hacking", and other forms of misappropriation of computer resources, working conditions for computer users.

CS 512 Applied BASIC Software Development Project (DPMA-CIS-7 Equivalent) (3)

Application of computer programming and system development concepts, principles and practices to a comprehensive system project. A team approach is used to analyze, design and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CDP 204, CDP 400.

CS 513 Applied COBOL Software Development Project (3)

Application of computer programming and system development concepts, principles and practices to a comprehensive system project. A team approach is used to analyze, design and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CDP 328, CDP 400.

CS 515 Administrative Applications of Microcomputers (3)

A course recommended for non-majors as well as majors. This course will cover some of the more common administrative applications of the personal computer as a tool for increasing productivity. An introductory look at popular data base, spreadsheet and word processing software will be covered in hands-on sessions.

CS 520 Computer Information Systems (3)

Management-oriented study of the analysis, design, and application of demand-responsive, cost-effective, computer-based information systems for planning, control, and decision making. Analysis of internal, external, and competitive information. Fundamentals of hardware and software.

CS 530 Decision Support Systems (3)

Applications of quantitative techniques to business problems. Topics include decision theory, forecasting, simulation, and linear programming, software examples.

CS 540 Data Communications (3)

Study of communications-based systems, common carrier facilities, tariffs, and related equipment. Analysis and design of communications networks utilizing various techniques. Uses of communications for data collection, remote computing, message switching. (Prerequisite CS 503)

CS 560 Data Base Management Systems (3)

The analysis, design and implementation of computerized filing systems for the support of large data bases. Topics include; CODASYL and other standardized specifications for data base management access methodologies, through-put and response time analysis, file designs, and query languages.

CS 575 Expert Systems (3)

Expert systems are the product of an occupation called "knowledge engineering" and serve as applications of artificial intelligence programming in the business world. The course emphasizes the practical applications of expert systems by critically examining some commercially available "shells". Necessary coverage will be given also to such theoretical topics as non-monotonic reasoning, methods of inference (backward and forward chaining), knowledge representation, consistency, and languages (e.g., LISP, OPS5, PROLOG).

CS 580 Computing Hardware (3)

Microcomputer hardware, firmware and organization. Basic microcomputer maintenance and procedures. Interconnectivity between micro mini and mainframe computers will be dealt with along with peripheral device interfacing. Prior experience with assembly language programming recommended.

CS 600 Applied Interactive Graphics (3)

A systematic and comprehensive overview of all aspects of computer graphics. Mathematical techniques for picture transformations, curve and surface approximation, graphical languages, organization of graphical systems.

CS 605 Data Center Management (3)

Management of data processing centers to include: production, quality, and cost controls, evaluation and selection of software, organizational structure, facilities design, and personnel recruiting, hiring, training, and review.

CS 607 Computer Security (3)

Topics include security for data communications (encryption), data base, microcomputers. Other topics covered are computer center security, disaster planning, personnel screening, threat evaluation.

CS 610 Fourth Generation Languages (3)

Fourth generation languages (4GL's) differ from third generation (e.g., COBOL, LISP, C) in that they comprise nonprocedural as well as the traditional procedural commands, support higher productivity, and can be used by nonprogrammers as well as professional programmers. This course surveys the basic concepts in the design and use of 4GL's with examples (e.g., FRAMEWORK). Topics include human factors, types of languages, semantic disintegrity, decision support, query, a critique of natural language interfacing, and artificial intelligence.

CS 615 Research Applications of Computers (3)

This course is designed to prepare students to do graduate level research courses using computers. Depending on the needs of the student, experience on microcomputer, minicomputer, or mainframe may be included.

CS 651 Computer Modelling and Simulation (3)

Higher level simulation computer languages (GPSS, SIMSCRIPT, DYNAMO) will be discussed. Applied probability theory and computer generated random numbers will be used to write simulators aimed at resolving business or computer center problems. Microcomputer simulation packages will be evaluated.

CS 660 The Intelligent Office (3)

In the intelligent office the computer is a cognitive partner with the staff and management in the creation of the office organization. Using artificial intelligence, the computer is able to form a representation of the office activities, assist in planning and prediction, ensure consistency of policies through various changes, monitor word processing, and solve problems. Topics include expert systems, representation theory, symbolic constraint propagation, and complexity.

CS 665 Special Topics in Computing (3)

The content of this course will typically reflect the interest of a faculty member or of a group of students. The course provides a means for introducing current issues into the curriculum.

CS 699 Thesis (6)

The thesis is a six credit option that may be taken in lieu of two elective courses. A student taking this option submits a thesis proposal to the Dean and, if it is accepted, will work under the supervision of a faculty committee. The student must become knowledgeable of and agree to adhere to the School's policies in regard to theses at the time the thesis is begun.

CS 700 Directed Independent Study (3)

This provides an opportunity for the student to pursue a research interest under the guidance of a faculty member.

CS 720 Internship (3-6)

Advanced computer science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours for 3 credits or 240 hours for 6 credits. Prerequisites: Degree seeking candidate in an approved program; Departmental permission.

School of Education

Sister Evelyn Piche, O.P., Ph.D., Dean

The School of Education offers programs 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.

The purpose of degree programs in the School of Education is to offer students education which will prepare them for work as professional teachers and counselors. The programs, designed to promote the objectives and purposes of the University, focus specifically on the function of the teacher and counselor in contemporary society.

Florida Teacher Certification Examination.

All students who plan to apply for an initial regular Florida certificate must take the written Florida Teacher Certification Examination.

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. 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 is necessary to meet University requirements. In addition, students majoring in Elementary and Early Childhood Education are required to earn credit in the specific areas and courses listed below:

- | | |
|-------------------------------|---|
| A. Communications — | English 111 and 112; Speech 312. |
| B. Computer Education — | Computer Education 336 or 410. |
| C. Human Adjustment — | Education 469. |
| D. Natural Sciences — | Mathematics 201 and 202; 6 credits from the sciences. |
| E. Social Sciences — | Geography 307. |
| Humanities and Applied Arts — | English 320; Art 376, Music 376. |

REQUIREMENTS FOR CANDIDACY TO TEACHER EDUCATION PROGRAM

Elementary/Early Childhood Education Majors

Candidacy is considered as admission to the School of Education. Students must formally request candidacy to the teacher education program as soon as they have met the following requirements:

1. A grade of C or better in the written English and mathematics components of the distribution requirements.
2. Successful achievement of a minimum score of either 835 on the SAT or 17 on the ACT.

Students may not enroll in EDU 362 methods course until they have been formally admitted to the teacher education program.

Education Minors

Students may choose education as a minor ONLY IF they are majoring in a field which is both a state and university approved program for teacher education.

Education minors should request candidacy after meeting the following requirements:

1. Completion of the written English and mathematics courses prescribed in their general distribution requirements with a grade of C or better.
2. Successful achievement of a minimum score of either 835 on the SAT or 17 on the ACT.

Students may not enroll in the 476 methods course until they have been formally accepted as a candidate for a teacher education program. Candidacy statement forms are kept in the Office of the Dean, School of Education.

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, a 2.0 grade point average in the written English and mathematics components of the distribution requirements, a minimum grade point average of 2.66 in the student's major field and 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.

Students must pass all four subtests of the Florida Teacher Certification Examination before a student teaching assignment will be made. (Effective fall 1988)

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Arlene T. Shannon, Ph.D., Program Advisor

Major (57 cr.) - Education 151, 218, 263, 320, 322, 344, 362, 366, 388, 417, 435, 441, 466, 469, 471, 472, 499. Prerequisites for student teaching: Education 151, 218, 320, 322, 362, 366, 417, 435, 466.

EDUCATION MINOR

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, 218, 442, 463, 468, 499. Prerequisites for student teaching: Education 151, 218, 463, and Special Methods 476.

Course Descriptions—Education Prefix: EDU

151 Introduction to Education (3)

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

218 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: EDU 151 or equivalent.

263 Organization and Use of Audio-Visual Materials

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels.

320 Children's Literature (3)

Survey of literature suited to the needs of children. See ENG 320.

322 Methods of Teaching Reading (3)

Methods and materials on the instruction of reading at the elementary level; analysis of learning and teaching problems and study of concrete materials and classroom procedures; consideration of research and theory in relation to current practice. Field experience.

- 344 Teaching Health and Physical Education in the Elementary School (3)**
Methods, materials, content material and organizational procedures for conducting elementary school health and physical education programs; practice in teaching activities in elementary school health and physical education programs. Field experience.
- 362 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: MAT 201 and candidacy in the School of Education.
- 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.
- 388 Teaching Science in 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 SPE 411.
- 417 Evaluation and Measurement in Education (3)**
Theory of group and individual tests in education decision-making and as a means of accountability; laboratory experience 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.
- 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.
- 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: EDU 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.

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.

481 Learning Strategies for Exceptional Student Education (3)

Specific procedures and methods for implementing learning strategies for teaching ESE students; the strategies focus on teaching ESE students how to learn and how to perform academic tasks.

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: EDU 322 or equivalent.

489 Introduction to Community Counseling (3)

Community Counseling concept, its theory and philosophy, how to conduct community need assessment studies and implement new programs; designed for persons working in the community in human service jobs; overview of 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: EDU 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 and approved candidacy in the School of Education.

Master of Science Education

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

COUNSELING PROGRAMS

Community Counseling*

Guidance and Counseling

LEARNING DISABILITIES PROGRAM

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, Learning Disabilities 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.

All students who plan to apply for an initial regular Florida certificate must take the written Florida Teacher Certification Examination.

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 Learning Disabilities, 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.

OFF-CAMPUS LOCATIONS

In addition to classes offered at the Miami campus, the School of Education also offers M.S. courses in Community Counseling at Homestead Air Force Base.

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 the appropriate required Computer Education course, CED 676, 678 or 681 (3 cr.). These three courses should be taken within the first eighteen credits of the three 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 Advisor, Barry University Campus

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
- CED 681 Computer Applications in Guidance and Counseling
- 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. LEARNING DISABILITIES (30 s.h.)

Gerry Bohning, Ed.D., Program Advisor

SPECIAL PREREQUISITES:

Applicants must have completed nine (9) semester hours in teaching elementary reading, teaching elementary arithmetic, and children's literature or audio-visual materials.

REQUIRED BASIC COURSES:

- EDU 601 Methodology of Educational Research
- EDU 625 Advanced Educational Psychology
- CED 678 Computer Applications in Exceptional Childhood Education

REQUIRED LEARNING DISABILITIES COURSES:

- EDU 511 Speech Correction for Children
- EDU 570 Introduction to Exceptional Children
- EDU 583 Educational Assessment of the Exceptional Child
- EDU 635 Individualized Remedial Instruction for the Reading and Related Learning Disabled Child
- EDU 636 Theories and Research in Reading and Related Learning Disabilities
- EDU 643 Evaluation of Children with Learning Disabilities
- EDU 653 Career Development and Life Work Planning

III. 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
- CED 676 Computer Applications in the Teaching of Reading

REQUIRED READING COURSES:

- EDU 517 Evaluation and Measurement in Education
- EDU 567 Foundations of Reading Instruction
- EDU 568 Reading in the Content Area
- 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 qualified undergraduate seniors.

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.

567 Foundations of Reading Instruction (3)

Survey of the knowledge and teaching strategies necessary to understand the nature of the reading act and the basic principles of reading instruction. Included is the use of professional resources to investigate historical and current trends in reading instruction.

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.

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, thought.

581 Learning Strategies for Exceptional Student Education (3)

Specific procedures and organizational techniques which enable teachers to implement learning strategies intervention instruction for teaching ESE students; the strategies focus on principles and techniques which enable ESE student to learn, to solve problems, and to complete tasks independently.

583 Educational Assessment of the Exceptional Child (3)

Practicum course of educational assessment techniques and procedures to provide an objective data base for individualizing instruction for exceptional children.

584 Reading Diagnosis (3)

Practicum course in methods of diagnosing and discovering disabilities in reading and areas contributing to reading problems. Included are administration, interpretation and use of tests. Prerequisite: EDU 322 or 467/567.

585 Principles of Guidance (3)

Introduction to the field of guidance, counseling, and student services with emphasis on the historical, psychological, philosophical, and sociological factors which underly current methods and instruments used in the field, including the changes occurring in society and the ethics and professionalism of counseling.

587 College/University Student Services (3)

Fundamental concepts, organization and administration of higher education student affairs/services work. Consideration given current problems of college students and the role of student services/affairs workers as generalist educators; experience in most divisions of student affairs office.

588 Crisis Intervention/Counseling (3)

Investigation and analysis of the theories and techniques in crisis intervention by studying theories, methodology, and models for resolution of both incidental and developmental crises.

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)

Practicum course dealing with the selection and preparation of instructional methods and materials for use in correcting reading difficulties. Prerequisite: EDU 484/584 or permission of advisor.

591 Group Dynamics (Human Interaction I) (3)

Face-to-face group experience; major emphasis will be on the social psychological approach to the function of groups; development of personal identity, and self and social control.

592 Workshop in Education (1-3)

Workshops in selected phases of education in accordance with timely professional and community interests.

595 Advanced Elementary Curriculum (3)

Current curriculum in elementary school developments and a study of problems involved in their construction; including in-depth study of innovative programs.

596 Advanced Secondary Curriculum (3)

Current curricula in secondary school developments and a study of problems involved in their construction; including in-depth study of innovative programs.

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

601 Methodology of Educational Research (3)

Research process in education; methods and techniques of conduction 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: Weschler 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 and principles of human development in education and their implications in present-day learning situations.

626 Philosophy of Education (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)

Practicum course dealing with remedial techniques for pupils who evidence reading problems. Prerequisites: EDU 584, 643 or equivalent or permission of advisor.

635 Individualized Remedial Instruction for the Reading and Related Learning Disabled Child (3)

Systematic analysis and practical application of specific teaching methods and use of curriculum materials for individualizing remedial instruction for pupils with reading and related learning disabilities. Includes classroom management skills. Prerequisites: EDU 584 or 583 or equivalent or permission of advisor.

636 Theories and Research in Reading and Related Learning Disabilities (3)

Theories in reading and related learning disabilities are examined through physiological, psychological, and sensory correlates. Included is an investigation of recent research conducted in relation to success and failure in teaching the child with reading and related learning disabilities.

643 Evaluation of Children with Learning Disabilities (3)

Instructional diagnosis of the learning disabled child with formal and informal diagnostic procedures used to determine causes and nature of learning disabilities with specific recommendations for individual education programs to ameliorate learning 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 competence 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; competence 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. Prerequisites: EDU 591, 652, 658.

682 Consultation Procedures (3)

Review of the principles of consultation between counseling professionals; education and process models. Prerequisites: EDU 591, 652.

684 Internship in Counseling Supervision (3)

Supervised practice in supervising individual, group and family counseling. Approval of Program Advisor required. Prerequisite: EDU 694.

694 Counseling Practicum (3)

Supervised counseling practices involving both individuals and groups. Conducted in the field or on campus in a setting appropriate to 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. For the Community Counseling Program EDU 680 is also a prerequisite.

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 (1-3)

Opportunities to pursue 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

Judith A. Balcerski, R.N., Ph.D., Dean

Undergraduate—Bachelor of Science in Nursing (B.S.N.)

The purpose of the nursing program is to offer students a baccalaureate education which will prepare them for professional nursing practice. The program, within a basic Judeo-Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions that require beginning administrative skills without additional education, beginning skills in research, continued personal and professional growth, and graduate study in nursing. The program is approved by the Florida Board of Nursing and is accredited by the National League for Nursing.

The baccalaureate degree in nursing may be earned in any one of three distinct options: the Basic Option, the Registered Nurse Option, or the Accelerated Option. The Basic Option is designed for students who are not registered nurses and who do not have a bachelor's degree in any other major. This option takes three to four years to complete. The Registered Nurse Option is for registered nurses who have either a diploma or an associate degree in nursing and takes two or three years to complete. The Accelerated Option is planned for the person who is not a registered nurse and who has earned at least a bachelor degree in any field, and may be completed in one to two years. Students in all options complete similar programs and attain the same terminal objectives.

In addition to the degree programs, the School of Nursing is approved by the Florida Board of Nursing to provide non-credit continuing education offerings for registered nurses. (Provider #27U0081)

ADMISSION REQUIREMENTS TO THE BASIC OPTION

In addition to general university admission requirements, the following criteria must be met by applicants to the Basic Nursing Option:

- (1) completion of a high school level course in biology and chemistry (with laboratories) with a minimum grade of C in each,

- (2) completion of Algebra II, with a minimum grade of C, and
- (3) achievement of a minimum total score of 850 on the SAT.

PROGRESSION TO CLINICAL COURSES

Admission to the School of Nursing does not guarantee progression to clinical nursing courses. The faculty of the School of Nursing reserves the right of retaining and progressing those students who, in its judgement, satisfy the requirements of scholarship, health and personal suitability.

The following are the criteria for progression to the first clinical nursing course, NUR 225 which is taken in the sophomore year:

- (1) completion of Human Anatomy, Microbiology, and Biochemistry (with labs) with at least a C in each course;
- (2) attainment of a 2.00 (C) average in courses taken in the natural and behavioral science block;
- (3) attainment of a 2.00 (C) cumulative grade point average in all coursework taken at Barry;
- (4) completion of 30 credits of coursework applicable to nursing;
- (5) submission of evidence of health status acceptable for the practice of nursing and the yearly submission of a report of an examination indicating good mental and physical health; and
- (6) submission of a formal letter indicating compatibility of personal goals with the goals of the School and the University.

The following are policies regarding continued progression in nursing.

- (1) Physiology (BIO 240) must be taken prior to NUR 238, Nursing Concepts II. A student who receives a D or an F in physiology may repeat physiology while enrolled in Nursing Concepts II only with permission of the dean.
- (2) In the event of withdrawal from or if 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 students transferring into the R.N. Option. Transfer students must present a 2.50 cumulative grade point average.

REGISTERED NURSE (R.N.) OPTION

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Option. The program followed by the R.N. students will be designed to be as flexible and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation

requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit, success in completion of CLEP, proficiency and NLN examinations, and part-time or full-time status. In most instances a minimum of two years should be anticipated for completion.

Admission to the Registered Nurse Option requires:

- (1) a cumulative G.P.A. of 2.5.
- (2) a current active license from the State of Florida,
- (3) a copy of the State Board scores,
- (4) three recommendations, and an information and planning interview with the Academic Advisor for R.N. students.

Requirements of the program are met through CLEP, NLN Mobility Examinations, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University.

Proficiency Examinations

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. For each course there is a study packet available with course objectives and guidelines. The student may obtain a study packet from the School of Nursing (or appropriate office for non-nursing courses) and then sit for the exam. Proficiency exams are available monthly for the following:

- BIO 152 — Biochemistry
- BIO 220 — Human Anatomy
- BIO 240 — Physiology
- DIN 271 — Nutrition

The examinations are taken for “CREDIT/NO CREDIT” and if a student achieves an acceptable score, “CREDIT” for the course will be given. If an acceptable score is not achieved, “NO CREDIT” will be given. This “NO CREDIT” will not go on a permanent record and will not affect the overall grade average. It does mean that the student must enroll in, and pass, the course. Proficiency exams may not be repeated. A fee of \$20 per credit (in place of tuition) must be paid to cover administrative costs.

NLN Mobility Profile II

R.N. students earn 32 nursing credits through examination by sitting for the NLN Mobility Profile II and the NLN Achievement Test. The testing series is designed to evaluate previous learning and experience. It includes five content areas in four test booklets. Credit by NLN exam is awarded as follows:

NLN Book I: Care of the Adult Client (8 credits)
NUR 238 Nursing Concepts II

NLN Book II: Care of the Client During Childbearing and Care of the Child (12 credits)
NUR 327 Parent/Newborn Nursing
NUR 377 Child/Adolescent Nursing

NLN Book III: Care of the Client with a Mental Disorder (6 credits)

NUR 388 Adult/Elderly Nursing: Psychiatric-Mental Health

NLN Achievement Test: Nursing Care of Adults in Special Care Units (6 credits)

NUR 378 Adult/Elderly Nursing: Biophysical Crisis

R.N. students may sit for the Profile and/or Achievement Test at any time; they are offered six times a year at the University. It is advisable to begin testing as early in the program as possible. The tests may be repeated once; if a student fails any one of the NLN exams after the second sitting, he or she will be required to enroll in the corresponding course.

Sequence for Progressing through Required Nursing Courses

The following criteria must be met *before* an R.N. student is eligible to take the first nursing course:

- completion of all four sciences, with a minimum “C” grade in each, or the CLEP or proficiency in each with “Credit”;
- completion of a minimum of 6 semester hours at Barry University;
- 2.00 G.P.A. in courses in natural and social science;
- 2.00 cumulative G.P.A. in all course work; and
- completion of 60 credits of course work (including transfer, CLEP, proficiency, and Barry credits);
- successful completion of NLN Mobility Profile II and NLN Achievement test series.

All R.N. students must enroll in the following:

NUR 303 Professional Processes	(4)
NUR 307 Processes of Interpersonal Communication	(2)
NUR 401 Research in Nursing	(2)
NUR 448 Group/Organizational Dynamics	(2)
NUR 480 Professional Role Seminar	(2)
NUR 481 Community Health Nursing	(6)
NUR 483 Health Assessment	(3)
NUR 496 Nursing Management	<u>(6)</u>

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ACCELERATED OPTION

Admission to the Accelerated Option requires:

- (1) a bachelor degree from an accredited college or university,
- (2) a minimum cumulative G.P.A. of 2.50,
- (3) at least a C in the four required sciences,
- (4) a written statement of intent,
- (5) three recommendations, and
- (6) completion of 38 credits of prerequisite courses.
- (7) An interview may be required.

Prerequisite courses may be earned through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. All nursing courses are taken full time at Barry during three 15-week terms beginning in January and ending in December.

Since time in class or clinical will equal a full-time job, it is not usually possible to work during the year of enrollment in nursing courses. Preparation should be made ahead of time for financing that year. Some financial aid and loans are available. The cost for tuition and fees for the 53 credits in nursing equals that for three full-time semesters. Books, uniforms, and other requirements will be additional.

GRADUATION

The student must meet all university and nursing program requirements. In compliance with the university requirement for a senior comprehensive examination, the senior students in the Basic and Accelerated Options will be required to take the secured version of AssessTest, a major, comprehensive examination. Upon completion of the nursing program, the graduate is eligible to write the National Council Licensure Examination (NCLEX-RN). Arrests or conviction for an offense other than a minor traffic violation may be grounds for denial of admission to the licensure examination by the Board of Nursing.

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 REQUIREMENTS: ALL OPTIONS

Nursing Major: Basic and Accelerated Options (53 cr.)

- NUR 225 Basic Nursing Skills
- NUR 231 Nursing Concepts I
- NUR 238 Nursing Concepts II
- NUR 327 Parent/Newborn Nursing
- NUR 377 Child/Adolescent Nursing
- NUR 378 Adult/Elderly Nursing: Biophysical Crises
- NUR 388 Adult/Elderly Nursing: Psychiatric-Mental Health
- NUR 401 Research in Nursing
- NUR 481 Community Health Nursing
- NUR 496 Nursing Management

Nursing Major: RN to BSN Option (27 cr.)

- NUR 303 Professional Processes
- NUR 307 Processes of Interpersonal Communication
- NUR 401 Research in Nursing
- NUR 448 Group/Organizational Dynamics
- NUR 480 Professional Role Seminar
- NUR 481 Community Health Nursing
- NUR 483 Health Assessment
- NUR 496 Nursing Management

Distribution and Corequisite Courses: Basic & R.N. Options (68 cr.)

- ENG 111/112 English Composition & Research
- SPE 101 Fundamentals of Speech
- BIO 220 Introductory Human Anatomy (with lab)
- BIO 240 Introduction to Human Physiology (with lab)
- BIO 253 Introductory Microbiology (with lab)
- CHE 152 Introduction to Organic and Biological Chemistry (with lab)
- MAT 152 Elementary Probability & Statistics
- PSY 281 Introduction to Psychology
- PSY 382 Developmental Psychology
- SOC Any Sociology
- ANT Any Anthropology
- PHI 152 Methods of Reasoning
- PHI 453 Bio-Medical Ethics
- REL Any Religious Studies
- HIS/POS/ECO Any History, Political Science or Economics course
- HUM/ARTS Three courses (9 cr.)
- DIN 271 Nutrition in Clinical Care
- CS 180 Introduction to Computer Science

Prerequisite Courses: Accelerated Option (41 cr.)

- BIO 220 Introductory Human Anatomy (with lab)
- BIO 240 Introduction to Human Physiology (with lab)
- BIO 253 Introductory Microbiology (with lab)
- CHE 152 Introduction to Organic and Biological Chemistry (with lab)
- MAT 152 Elementary Probability & Statistics
- PSY 281 Introduction to Psychology
- PSY 382 Developmental Psychology
- PSY/SOC/ANT Two courses in any of these areas
- DIN 271 Nutrition in Clinical Care
- PHI/REL Any Philosophy or Religious Studies course
- PHI 453 Bio-Medical Ethics (may be taken before or during the 12 months of nursing coursework)

Course Descriptions—Nursing Prefix: NUR

LEVEL II: DEVELOPMENTAL PROCESSES IN HEALTH AND ILLNESS

225 Basic Nursing Skills (3)

Introduction to the nursing process and other integrating strands in the curriculum. Includes scientific principles and practices regarding basic nursing skills to be used throughout the curriculum. Focus is on the individual and incorporates a laboratory experience. Prerequisite: admission to clinical nursing courses. (\$20 fee)

231 Nursing Concepts I (4)

Introduction to the systematic use of the nursing process in selected clinical settings. Focus on the individual with major emphasis on alterations in fluid/electrolyte and acid/base status, blood dyscrasias, comfort/sleep needs, oxygenation needs, nutrition and elimination needs, mobility needs; and needs of the grieving dying and elderly; includes applicable health assessment techniques. Practical laboratory experience is included; Clinical experience is in the hospital setting and extended care facilities. Prerequisite: NUR 225. (\$20 fee)

238 Nursing Concepts II (8)

Focus on the individual with psychosocial/pathophysiological alterations in sensory, genitourinary, musculoskeletal, peripheral vascular, digestive, neurological, metabolic, cardiovascular, respiratory and cellular functioning; includes applicable health assessment techniques. Practical laboratory experience is included. Clinical experience is in the hospital setting. Prerequisites: NUR 231, BIO 240. (\$40 fee)

LEVEL III NURSING CARE OF DEVELOPING MAN

303 Professional Process (6) (RN to BSN only)

Examination of issues in the health care delivery system from a professional nursing perspective; introduction to teaching-learning principles applicable in client/peer education. Prerequisite: Completion of NLN examinations.

307 Processes of Interpersonal Communication (2) (RN to BSN only)

Examination of psychological factors operating within self and others which influence communication effectiveness. Prerequisite: Completion of NLN examinations.

327 Parent/Newborn Nursing (6)

Family centered approach to the role of nursing during the maternity cycle and neonatal period. Focus is on health assessment, stress and adaptation; the application of growth and development concepts; and on psychological and cultural factors which affect behavior during child bearing years. Experiences are provided in ambulatory, acute care and home settings. Prerequisites: NUR 238, DIN 271, PSY 382. (\$10 fee)

377 Child/Adolescent Nursing (6)

Family centered approach to the role of nursing during infancy, childhood and adolescence. Focus is on health assessment, stress and adaptation during illness and for hospitalization; the application of growth and development concepts; and psychosocial and cultural factors which affect behavior during the pediatric years. Experiences are provided in ambulatory, community and acute care settings. Prerequisite: NUR 327. (\$10 fee)

378 Adult Elderly Nursing: Biophysical Crises (6)

Extension and refocus of previously acquired knowledge of pathophysiological alterations applied to adult and elderly population. Emphasis on clients experiencing acute or prolonged stress in physiological functioning. Clinical experience is in critical care facilities. Includes a comprehensive health assessment experience. Prerequisite: NUR 377. (\$20 fee)

388 Adult/Elderly Nursing: Psychiatric-Mental Health

Extension and refocus of previously acquired information of behavioral and psychodynamic concepts applied to clinical settings in the hospital and community. Emphasis on use of self and communications as therapeutic tools in effecting nurse-client relationships. Psychopathology explored in theory and clinical practice, to identify stressors that influence prevention, treatment and rehabilitation of psychiatric-mental health clients and their families with emphasis on the adult and elderly client. Mental health assessment assists in identification process. Prerequisite: NUR 377. (\$5 fee)

LEVEL IV NURSING CARE OF MAN IN SOCIETY

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 interest.

401 Research in Nursing (2)

Introduction to 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 377.

448 Group/Organizational Dynamics (2) (RN to BSN only)

Examination of group dynamics with focus on decision-making and conflict management from the organizational perspective. Prerequisites: Completion of NLN examinations and NUR 307.

459 Independent Study (1-3)

Opportunity for an in-depth investigation in an area of nursing of special interest to the student. Student is prime course designer assisted by a faculty member in the School of Nursing. Prerequisites: Senior status and permission of Dean.

480 Professional Role Seminar (2) (RN to BSN only)

Examination of transition to professional role; introduction to role theory; exploration of career paths and strategies for professional development and personal growth. Prerequisites: Completion of NLN examinations and NUR 448.

481 Community Health Nursing (6)

Purpose is health promotion and illness prevention. Focus is synthesis and application of nursing skills and theory while caring for individuals as integral part of family and community. Student studies public health principles, and experiences an in-depth relationship with client(s) over extended period of time, in variety of community settings to become familiar with many roles of community health nurse. Prerequisite: NUR 377. (\$10 fee)

483 Health Assessment (3)

An introduction to the concepts and skills of health assessment with focus on well adults and children. Prerequisites: Junior level status or RN licensure. (\$10 fee)

496 Nursing Management (6)

Principles of management and concepts of leadership, creativity, decision making and change as they pertain to nursing functions in the clinical setting. Emphasis on the development of leadership skills through use of nursing process. The study of current and projected trends in nursing will serve as a basis for exploring the legal and professional responsibilities of the nurse to herself, her profession and society. Prerequisite: NUR 377.

DIN 271 Nutrition in Clinical Care (3)

Essentials of optimum nutrition of health and disease; macronutrients and energy metabolism; vitamins and minerals; nutrition and diet for the patient. Prerequisite: CHE 152.

Master of Science in Nursing

The major purpose of the Master of Science in Nursing program is to prepare professional nursing leaders for administrative, teaching, and clinical practice positions in a variety of health care and educational settings. The program offers majors in Nursing Administration, Nursing Education and Primary Care Nursing.

The Master of Science in Nursing program incorporates theories and concepts of nursing, learning, management, organization, wellness and continuity of care, and their application by nurses in health care and educational settings. The program leading to the Master of Science in Nursing degree provides the foundation for doctoral study.

Program requirements may be completed in four (4) semesters of full-time graduate study. Completion of a major scholarly cooperative research project or a thesis is required to graduate. A part-time plan of study designed to be flexible and responsive to individual student needs is available within the constraints of the core curriculum. Practicums specific to the major under the guidance of academically qualified and experienced preceptors are required.

ADMISSION REQUIREMENTS

- Bachelor of Science in Nursing degree from a National League for Nursing accredited school.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Current licensure to practice as a registered nurse in Florida and professional liability insurance coverage.
- Satisfactory score on the Miller Analogy Test or the Graduate Record Examination taken within the last five years.
- Three letters of recommendation from a recent nursing employer, a nurse educator and one other professional reference.
- A statement of educational/professional goals.
- Successful completion of a statistics course which included descriptive and inferential methods, within the last five (5) years.

- A minimum of one (1) year experience in a first level nursing management position for the administration major, e.g., Asst. Head Nurse.
- Evidence of competency in health assessment, and at least one year of nursing practice experience for the other majors.
- A personal interview may be required.

TRANSFER OF CREDITS

A maximum of six (6) graduate credits may be transferred. These credits will not be accepted in lieu of nursing courses required for the specific majors. A minimum of thirty-nine (39) credits must be completed at Barry University.

PROGRAM

The curriculum in the School of Nursing is process based and flows from the belief that the practice of nursing is predicated on seven significant processes. These processes evolve from beliefs about man and his environment; Virginia Henderson's definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities. The seven processes which comprise the practice of nursing and upon which the graduate curriculum is based include: the scientific nursing process; the change process; the communication process; the teaching/learning process; the administrative process; the research process; and the process of professionalization.

Although based on the same seven processes as the undergraduate program, emphasis at the graduate level is placed on their applicability to the transmission, utilization and development of knowledge.

PROGRAM OBJECTIVES

Upon successful completion of the program leading to the MSN, all graduates will have acquired the ability to:

- synthesize nursing theories and conceptual frameworks into a foundation for direct and mediated nursing practice;
- analyze and practice direct and mediated nursing roles;
- utilize a repertoire of communication skills to influence nurses, other professionals, and community members in the provision of health care;
- articulate a personal philosophy of nursing that is consistent with nursing theory and professional standards;
- enhance professional growth of self and others through the use of the teaching/learning process;
- function as a change agent and as the client's advocate within nursing, the health care delivery system, and society;
- analyze current research and utilize relevant findings in nursing practice, administration or teaching;
- utilize the research process in nursing practice, administration or teaching; and
- initiate a collaborative leadership role in nursing and within the health care system.

OBJECTIVES FOR NURSING ADMINISTRATION MAJOR

Upon successful completion of the Nursing Administration major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- evaluate a variety of organizational concepts and theories of health care delivery systems;
- apply organizational theories in the management of human, financial and natural resources;
- manipulate internal and external factors that impact the management of nursing care;
- develop and manage a nursing care delivery system based on knowledge of ethical, socio-cultural, and legal principles; and
- evaluate the intra- and inter-relationships of the nursing administration system, subsystems, and suprasystems in a variety of health care agencies.

OBJECTIVES FOR NURSING EDUCATION MAJOR

Upon successful completion of the Nursing Education major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- apply advanced nursing concepts in clinical practice;
- integrate advanced clinical nursing concepts with teaching/learning process;
- incorporate learning and curriculum theories in the design, development, implementation, and evaluation of nursing education programs; and
- design instructional methods and evaluation for clinical and classroom teaching.

OBJECTIVES FOR PRIMARY CARE NURSING MAJOR

Upon successful completion of the Primary Care Clinical Nursing Major the graduates will have acquired the ability to:

- identify clients for whom primary care is appropriate;
- assess wellness level of clients;
- apply advanced clinical nursing concepts* in clinical practice;
- integrate advanced clinical nursing concepts with teaching/learning and/or administration/management processes; and
- evaluate the effectiveness of the integrated practice.

*Although various concepts will be used, emphasis will be placed on the nursing diagnosis concept.

Graduation Requirements:

To graduate, candidates for the degree of Master of Science in Nursing must:

- satisfactorily complete the program of study;
- satisfactorily complete and submit a major scholarly cooperative research project or thesis;

- have attained a G.P.A. of 3.0 on a 4.0 scale;
- complete degree requirements within 7 years of the date a student formally enrolls for study in the graduate program; and
- file an application for the degree with the University Registrar on the appropriate form signed by the academic advisor in the School of Nursing.

CURRICULUM PLAN

A minimum of 45 credit hours are required to graduate and are allocated as follows:

REQUIRED OF ALL STUDENTS:

CORE COURSES (17 Credit Hours)

NUR	600	Nursing Theory	(3)
NUR	602	Research in Nursing	(3)
NUR	604	Change Process in Nursing	(2)
NUR	606	Dynamics of Interpersonal Relationships	(2)
NUR	608	Teaching/Learning Process OR	
NUR	610	Administration/Management Process	(1)
NUR	664	Health Care Delivery Issues	(3)
NUR	690	Role Preparation in Nursing	(3)

MAJOR PROJECT (3 Credit Hours)

NUR	699	Thesis (3 Credit Hours) OR	
NUR	700	Cooperative Research Project (3 Credit Hours)	

ELECTIVES (6 Credit Hours)

NUR	659	Independent Study (3 Credit Hours) Optional	
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NURSING ADMINISTRATION MAJOR (19 Credit Hours)

NUR	660	Administration/Organization Theories	(3)
NUR	662	Financial Management	(3)
NUR	682	Leadership/Managerial Strategies in Nursing	(4)
NUR	696	Nursing Administration Practicum	(6)
MBA	601	Human Resource Management	(3)

NURSING EDUCATION MAJOR (19 Credit Hours)

NUR	640	Curriculum Development	(3)
NUR	645	Foundations of Nursing Education	(2)
NUR	650	Learning Theories	(2)
NUR	655	Methods of Teaching and Evaluation	(3)
NUR	670	Advanced Concepts in Clinical Nursing I	(3)
NUR	675	Advanced Concepts in Clinical Nursing II	(3)
NUR	695	Teaching Practicum	(3)

PRIMARY CARE NURSING MAJOR (19 Credit Hours)

Prevention-Wellness Track

NUR	643	*Holistic Health Care & Wellness	(3)
NUR	653	*Client & Family Education	(3)
NUR	663	Organization of Health Care Agencies	(3)

NUR	673	*Nurses Interaction with Well Clients	(3)
NUR	683	*Nursing Diagnosis & Protocol Development	(3)
NUR	693	Community Practicum	(4)

Continuity of Care Track

NUR	653	*Client & Family Education	(3)
NUR	663	Organization of Health Care Agencies	(3)
NUR	670	*Advanced Concepts of Clinical Nursing I	(3)
NUR	675	*Advanced Concepts of Clinical Nursing II	(3)
NUR	683	*Nursing Diagnosis & Protocol Development	(3)
NUR	693	Community Practicum	(4)

*Courses include clinical experiences as well as theory.

Graduate Course Descriptions—Nursing Prefix: NUR

600 Nursing Theory (3)

Systematic examination of nursing theories and concepts and their implications for nursing practice, administration, and teaching. Application of nursing theory to existing conceptual models of nursing care management systems, nursing education and nursing practice.

602 Research in Nursing (3)

Methods and processes of systematic investigation, critical analysis of studies, and relationships among theory, research, and practice leading to the development of a research proposal.

604 Change Process In Nursing (2)

Examination of various modalities used in effecting and implementing change: revolutionary vs. evolutionary change; conflict resolution; and the nurse as change agent.

606 Dynamics of Interpersonal Relationships (2)

Designed to increase understanding of behavioral processes basic to individuals and groups. Students will explore various approaches for diagnosing complex individual and group problems, and evaluate interventions.

608 Teaching/Learning Process (1)

Overview of teaching/learning theories with emphasis on the adult learner; techniques and methods of instruction; and evaluation of learning.

610 Administration/Management Process (1)

Overview of theories of administration, leadership, management and conflict resolution relative to their influence on the organizational framework of nursing in health care settings.

640 Curriculum Development (3)

Focus is on theories and procedures which guide the process of curriculum/program development. Emphasis is on needs/resource assessment, philosophy, objectives, conceptual framework, curricular design and implementation, marketing strategies, and modes of evaluation.

643 Holistic Health Care and Wellness (3)

Systematic examination of nursing theories related to holistic health care and wellness. Focus is on application of concepts in clinical situations through independent projects according to students' interests.

645 Foundations of Nursing Education (2)

Overview of history, philosophy and organization of higher education in America parallel to the development of nursing education. Analysis of contemporary nursing leadership and future educational models.

650 Learning Theories (2)

Examination of major concepts and theories related to learning and their application to nursing education.

653 Client and Family Education (3)

Focus is on sound educational principles utilized in teaching clients and families about wellness lifestyles, early detection of illness, appropriate interventions and follow-up.

655 Methods of Teaching and Evaluation (3)

Focus is on evaluation of specific instructional strategies appropriate to clinical and classroom teaching. Practice in the design of measurable objectives, test construction and clinical evaluation criteria. Prerequisite to or concurrent with NUR 695 Teaching Practicum.

659 Independent Study (3)

Individual guided study or investigation of selected problems/issues concerning nursing education, administration, or practice. Student is the prime course designer, assisted by a faculty member in the School of Nursing. Prerequisite: Approval of Instructor.

660 Administration/Organization Theories (3)

Analysis of theory and research in organizational structure and behavior as it relates to the role of the nursing administrator.

662 Financial Management (3)

Focus is on budgeting processes; identifying and measuring cost of nursing care in forecasting budget. Review of health care reimbursement programs, including prospective payment plans and implications for nursing.

663 Organization of Health Care Agencies (3)

Systematic examination of public and private agencies providing health care services in the community. Focus is on the administrative structure and stated purpose of the agencies both as they relate to observed need and observed care given.

664 Health Care Delivery Issues (3)

Demographic examination of the sociocultural and political forces affecting the health care system. Includes the role of government, fiscal constraints and factors influencing agency policies and nursing.

670 Advanced Concepts of Clinical Nursing I (3)

Focus of this course is on advanced physical and psycho-social cultural assessment of individuals, families and communities. Students will be challenged to devise, implement, analyze, and evaluate nursing actions based on current empirical and theoretical nursing knowledge. Students will explore, integrate, apply and evaluate the processes of change, communication, teaching/learning, professionalism, research and administration as they interface with the direct and mediated nursing practice roles.

673 Nurses' Interaction With Well Clients (3)

A major focus is on the identification, use and evaluation of various wellness assessment tools. Analysis of differentiating factors associated with the role of primary care nurse and client versus primary care nurse and patient.

675 Advanced Concepts of Clinical Nursing II (3)

Focus on application of concepts in clinical situations through independent projects.

682 Leadership/Management Strategies in Nursing (4)

Examination of the impact of authority, power, and influence on nursing services. Exploration of methods used to monitor health care delivery and strategies which enable the nurse leader to decide, relate, influence, and facilitate achievement of nursing goals. Prerequisite: NUR 660 Administration/Organization Theories; MBA 601 Human Resource Management, and NUR 662 Financial Management.

683 Nursing Diagnosis and Protocol Development (3)

Nursing diagnoses will be studied in order to enhance the development of nursing protocols. Medical diagnoses and protocols will be considered in the development of the nursing diagnoses and protocols. These diagnoses and protocols will encompass both the prevention-wellness and continuity of care tracks.

690 Role Preparation in Nursing (3)

Focus is on theories of cultural, legal, and ethical processes common to all roles and role titles. Analysis of the direct and mediated practice roles in professional nursing with emphasis on health care policy and commitment to life-long learning.

693 Community Practicum (4)

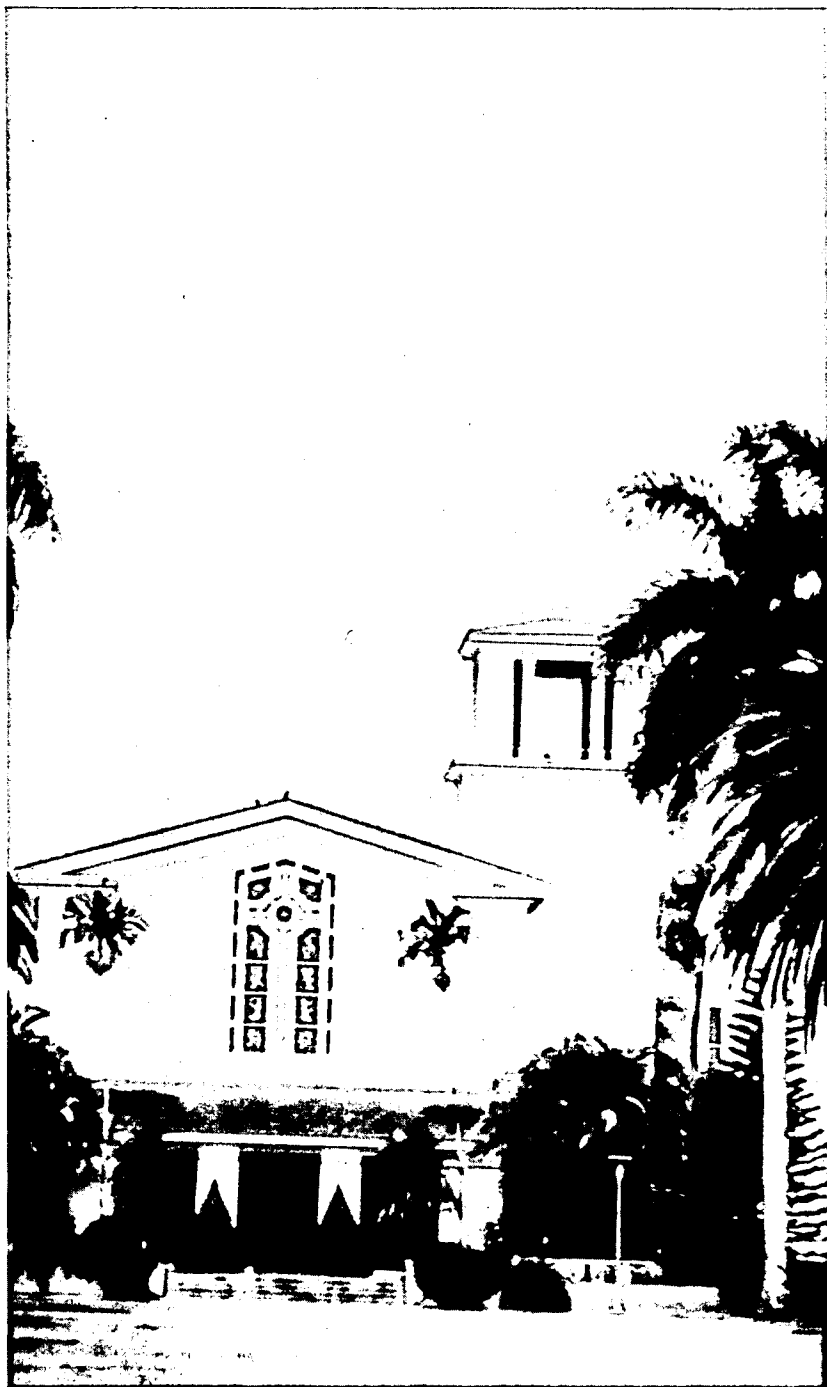
Opportunity for students to operationalize the primary care nurse role with qualified preceptors in appropriate agencies. Prerequisite: Completion of all core and primary care nursing major courses or permission of instructor.

695 Teaching Practicum (3)

Focus is on the application of educational theories and strategies in the classroom and clinical setting. The student is provided the opportunity to practice appropriate role behaviors as a nurse educator under the guidance of a qualified preceptor. Prerequisite: Completion of all core and nursing education major courses or permission of instructor.

696 Nursing Administration Practicum (6)

Opportunity for students to operationalize the nurse administrator role with qualified preceptors in appropriate agencies. Emphasis will be on practical experience in observation of, participation in, and analysis of the various roles and functions. Prerequisite: Completion of all core and nursing administration major courses or permission of instructor.



Ellen Whiteside McDonnell School of Social Work

John M. Riley, Ph.D., Dean
Robert H. Nee, Ph.D., Associate Dean

In response to a demand for professionally trained social workers, Barry University established the first graduate social work program in South Florida in 1966. The M.S.W. degree program is accredited by the Council on Social Work Education, and the curriculum of the School is planned in accordance with the standards set by the Council. A Ph.D. in social work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession.

In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who has made a significant contribution to the reform and development of social welfare programs in the State of Florida. In light of her outstanding service to the community and to the School of Social Work, the Board of Trustees bestowed this honor.

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.

The Mission of the School

The purposes 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 School educates professionals at the Master and Doctoral levels for the practice of social work within a broad spectrum of human service organizations. Special emphasis is placed on the advancement of social work research, the development of social responsi-

bility, and a dedication to community service. Within these broad aims, the School seeks to carry out its commitments with special attention to the social and cultural characteristics of South Florida, particularly the large populations of Hispanic, American and Caribbean Blacks, elderly persons, and significant groups of socially, emotionally, and/or physically disabled individuals. Program development in the School is sensitive to the different needs of the relatively well developed service systems of Dade and Broward Counties and to the developing service systems of Palm Beach County.

The Master of Social Work is designed to educate students to engage in a scientific problem centered approach to social work practice, using a range of intervention models and methods of practice. It is the intent of the program to develop social workers who are competent in enhancing social functioning of client systems, including individuals, families, small groups, and special populations who are at risk and in need of the best level of professional service. Using a problem centered approach to social work practice, graduates not only appreciate, understand and effect the therapeutic process of helping, but also have sufficient knowledge of community structure, organization and processes to ensure a more effective network of services for the South Florida community.

The Master program is sequentially integrated to provide knowledge and skill of increasing depth and specialization. The educational objectives of the School are: educating students for the direct practice of social work which includes problem centered intervention with individuals, families, and small groups; education for research; education for social responsibility; and education for community service. These objectives represent basic commitments of the School.

(1) Education for Social Work Practice. Within the educational continuum, students are:

- (a) to acquire knowledge of the values of social work as a profession and act in accord with these principles, having earlier clarified personal values through life experiences and liberal education courses.
- (b) to acquire knowledge of the complex interrelationships 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.
- (c) to acquire a disciplined and systematic method of thinking in identifying, analyzing and ameliorating problems wherever the focus of the problem exists, including understanding the scientific bases for problem definition and causation. Students also will acquire skill in anticipating incipient problems. In both the ameliorative and preventive work, students will be able to carry out planned interventions with competence and to scientifically evaluate the effectiveness of such interventions in their practices and in the programs within which they are conducted.
- (d) to become increasingly disciplined in use of self in interactions and interventions with others.

(e) to acquire knowledge and skill in a range of intervention models and methods of social work practice.

(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 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 of 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. Social responsibility represents one of the highest priorities of the School. This objective assumes knowledge and understanding of the human condition of persons in our pluralistic society; the perception to identify major social changes; and the acquisition of skills which may be applied 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.

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 Office of Admissions. 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.

Curriculum

The MSW offers a single concentration in Advanced Direct Practice, which involves preparation for knowledge-based, skillful practice with individuals, families, and small groups (within the context of their neighborhood) and community systems.

During the first year of graduate study, students are provided a generic base of social work practice which creates the foundation for concentration during the second year. The integrated first year program offers courses of required study which examine the breath of social work practice.

Required courses during the first semester of the Foundation year of study are:

- SW 501 Social Welfare Policies and Services I
- SW 521 Social Work Practice I
- SW 551 Socio-Cultural Theories and Human Behavior
- SW 552 Personality Development and Human Behavior
- SW 581 Research I
- SW 590 Field Instruction I

Required courses during the second semester of the Foundation year of study are:

- SW 502 Social Welfare Policies and Services II
- SW 522 Direct Practice with Individuals and Families II
- SW 523 Direct Practice with Groups
- SW 567 Psychodynamics of Adult Behavior
- SW 582 Research II
- SW 592 Field Instruction II

During the second year of study, students gain advanced levels of knowledge and skill in the use of innovative models of intervention, utilizing problem centered approaches. Within the concentration of Advance Direct Practice, students elect to gain special knowledge and skills in a social work practice problem area called a **focus area** by selecting a series of specialized courses and engaging in field education within the selected area.

Focus Areas. The selected focus areas represent compelling needs in South Florida communities and include:

- Advanced Practice with Families and Children
- Advanced Practice in Health Care
- Advanced Practice in Mental Health

The particular needs of the area's special population groups are integrated within each focus area.

Required courses during the first semester of the Concentration year of study are:

- SW 621 Direct Practice with Individuals and Families III
- SW 623 Direct Practice with Groups III
- SW 651 Psychopathology

Based on the student's selection of Focus Area, one of the following:

- SW 639 Policy Issues in Health Care Services
- SW 640 Policy Issues in Family & Childrens Services
- SW 641 Policy Issues in Mental Health Services
- SW 691 Field Instruction III

Required courses during the second semester of the Concentration year of study are:

- Either SW 622 Direct Practice with Individuals and Families IV
or
SW 624 Direct Practice with Groups IV
SW 681 Research III
SW 692 Field Instruction IV

During the final year of study, students must select an indirect Service course (Supervision, Administration, or Community Organization). Additionally, they must select a course from their Focus area and two elective courses.

Educational Objectives

In successfully completing the MSW program In The Barry University School of Social Work students will acquire:

the basic and historic values of the social work profession, ie:

- that all individuals have worth and the rights to be treated with human dignity and choose and contract for services
- that social workers contribute to making social institutions more equitable, humane and responsive to human needs, especially for oppressed populations
- that social workers respect and cherish the uniquenesses of diverse populations
- that social workers are responsible for their own ethical conduct, quality of practice, and professional development; including differences in responsibilities in agency and private settings

the basic knowledge and skill deemed necessary and correct for effective social work practice, ie:

- for direct practice with preventive and ameliorative purposes; with individual, families, and groups
- for advocacy for social resources needed to serve diverse and victimized populations
- for evaluation of ones own practice and evaluation of social programs
- for capability in working effectively toward the goals of their communities and/or their profession

basic knowledge and intervention techniques about the following special populations of South Florida: Black people, Hispanic people, and other

ethnic minorities, women, new U.S. arrivals, elderly people, gays and lesbians, and children and adolescents. recognition of information they hold from earlier life experiences and liberal education courses in the social, human biological, and behavioral sciences and abilities to integrate and apply that information, along with new professional learning, to social work practice

Having chosen the family and childrens focus area, students will acquire:

- a thorough knowledge of the fundamental social programs for children and families, and the ability to analyze those programs for effectiveness and integrity with public policy in that field of social services
- specialized knowledge and skills in direct services with children and families
- knowledge and skill in work as advocate for children and families
- knowledge of the fundamental findings of empirical research in child development, family functioning, and child and family practice

Having chosen the health care focus area, students will acquire:

- thorough knowledge of the fundamental health care programs, and the ability to analyze those programs for effectiveness and integrity with public policies in the health field
- specialized knowledge and skills in direct services with people with health problems and developmental disabilities
- knowledge and skill in advocacy for people with health problems
- knowledge of fundamental findings of empirical research about program and practice effectiveness in health care settings

Having chosen the mental health focus area, students will acquire:

- through knowledge of the fundamental mental health and substance abuse programs, and the ability to analyze those programs for effectiveness and integrity with public policies in those fields
- specialized knowledge and skill in direct services with people with mental health and substance abuse problems
- knowledge and skill in advocacy for people with mental health and substance abuse problems
- knowledge of fundamental findings of empirical research about program and practice effectiveness in mental health and substance abuse settings

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 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 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 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. The BSW degree must have been received within six years of admission to the 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.

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.

Field Instruction (10 credits per year)

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.

First year students enroll in SW 591 and 592 for their initial field placement and second year students enroll in SW 691 and 692 for their final field placement. Each year's placement is considered one course (ten credits) although placements for full-time students span two academic semesters and separate registration is required each semester. Credit and a grade will be granted upon completion of the ten credits. If a student does not complete the full course, without an approved exception based upon sound reasons, the student will be required to repeat the entire placement.

FIELD PLACEMENTS

During 1985-86 students were placed with the following organizations and agencies in Dade, Broward and Palm Beach Counties:

Area Agency on Aging, Broward County
Bethesda Memorial Hospital, Boynton Beach
Bertha Abess Children's Centers, Inc.
Big Brothers & Big Sisters of Palm Beach County
Biscayne Medical Center
Broward Alcohol and Drug Program
Broward Center for the Blind
Broward County Federal Justice Department
Broward County Schools — Bilingual Program
Broward County Mental Health
Broward General Hospital
Catholic Community Services
Cedars of Lebanon Hospital
Center for Family Services of West Palm Beach and Boca Raton
Child Protection Team of Broward County
Child Protection Team of Riviera Beach
Children's Home Society of Florida
Children's Place
Children's Psychiatric Centers, Inc. of Dade County
Christian Community Services
Chord
Comprehensive Alcohol Rehabilitation Program of West Palm Beach
Coral Reef Hospital
Community Mental Health Center of West Palm Beach
County Managers Office of Dade County
Covenant Care Center
Cuban Planning Council, Inc.
Dade-Monroe Regional Diagnostic & Resource System
Department of Health & Rehabilitative Services, State of Florida
 Administrative Offices
 Child Abuse Treatment Project
 Landmark Learning Center
Delray Hospital
Doctors Hospital of Lake Worth
Domestic Violence of Dade County
Douglas Gardens Community Mental Health Center
Douglas Gardens Out-Patient Services
Easter Seal
Epilepsy Foundation
Family Mediation Unit of Dade County
Family Conciliation Unit of Broward County
Family Counseling Center of Dade County
Family Service Agency of Broward County
Federal Corrections Institute

Fellowship House
Florida Atlantic University Student Counseling Center
Forty Fifth Street Community Mental Health Center of West Palm Beach
Gold Coast Health Care
Good Samaritan Hospital of West Palm Beach
Guardianship Program
Grant Center Hospital
The Haven
Henderson Clinic of Broward County, Inc.
Highland Park General Hospital
Hospice, Inc.
Humana Hospital of South Broward
Humana Hospital of Palm Beaches
Human Resources of Dade County
Human Resources of Palm Beach County
Human Services of Broward County
Imperial Point Hospital
Indian River Community Mental Health Center
International Hospital
Jackson Memorial Hospital
Jackson Memorial Psychiatric Institute
Jewish Community Centers
Jewish Family & Children's Services of Dade, Broward and Palm
Beach Counties
Jewish Home & Hospital for the Aged
Juvenile Court Mental Health Services, Dade County
Lake Worth Hospital
Lock Towns Community Mental Health Center
Mailman Center for Child Development
Martin Memorial Hospital
Mental Health Association of Dade County
Mercy Hospital
Metro-Dade Police Department
Miami Children's Hospital
Miami Mental Health Center
Montanari Residential Treatment Center
Mount Sinai Hospital
New Horizons Mental Health Center
North Miami Community Health Center
North West Dade Community Mental Health Center
North West Multi Service Senior Center of Margate
Nova University Community Mental Health Center
Palm Beach County Home
Parent Child Study Center of West Palm Beach
Parent Resource Center
Passageways
St. George's Day Care Center
Senior Centers of Dade County

Seminole Tribe of Florida
Sexual Assault Center
South County Community Mental Health Center of Delray Beach
South Dade Community Mental Health Center
South Florida State Hospital
South Miami Hospital
United Way of Dade County
Urban Studies Institute
Veterans' Administration Medical Center
Visiting Nurses' Association of Palm Beach
West Palm Beach Community Mental Health Center
YWCA of Greater Miami
Youth & Family Services of Dade County

Doctor of Philosophy in Social Work

The program of graduate studies leading to the Ph.D. degree prepares professional social workers for leadership as practitioner/scholars in advanced social treatment or the administration of direct service program and teaching and research of direct practice. Graduates of the program are expected to contribute to the advancement of knowledge and practice in social work.

The doctoral program is individualized to meet the interest of each student. With faculty consultation, the student designs a course of study consisting of required and core courses, electives and a doctoral practicum.

ADMISSION REQUIREMENTS

Candidates should have the Master of Social Work degree from an accredited school of social work, at least two years of successful professional experience following the award of the Master's degree, and demonstrated capacity to engage in advanced study.

Applicants are interviewed by a committee of the doctoral faculty. Various criteria are employed in determining admission including evidence of achievement in previous academic programs, increasing competency in professional performance, knowledge of critical issues associated with applicant's area of professional interest and potential for contributing to the knowledge of the profession.

Candidates generally begin their studies in the fall semester. Non-degree seeking students may enroll for a maximum of two courses with the consent of the Director of the program.

CURRICULUM

The model curriculum spans three academic years. One of these years must be in full-time residence. During the first year, the student usually attends part-time and completes the foundation courses. During the second year,

the student begins study in the specialized area, completing the area specialization paper, the candidacy examination, and the practicum. The dissertation proposal is also completed and approved by the end of the second year. In order to meet the heavy demands of the second year of study, the Spring Semester is designed as a semester in full-time study and partially meets the requirement for one year in residence.

The third year of the program begins with the Fall Semester in full-time study. This makes it possible for the student to intensively engage in implementing the dissertation research, particularly the collection of data. In general, the third year of study is devoted to completion of the dissertation and elective courses.

While the above curriculum plan is recommended, students may, with the approval of their advisors, modify the curriculum to better achieve their educational objectives.

DEGREE REQUIREMENTS

All candidates are required to earn 45 credit hours beyond the master's degree in social work as follows:

5 required courses in research and dissertation seminars	15 credits
1 Social Science Theory course	3 credits
2 required courses in theory related to concentrations	6 credits
1 required policy course	3 credits
1 required course in social work education	3 credits
2 required area of specialization seminars	6 credits
1 required field practicum	3 credits
2 elective courses	6 credits

In addition, the student must:

Successfully complete an area studies paper approved by a committee of the doctoral faculty.

Successfully pass a candidacy examination. This examination consists of an oral examination of the student's integration of methodological and substantive knowledge in the student's area of specialization.

Successfully complete and defend a dissertation. The defense of the dissertation must take place within five years after the acceptance and approval of the dissertation proposal.

REQUIRED COURSE DESCRIPTIONS - SOCIAL WORK PREFIX: SW

701 Comparative Theories of Social Work Practice with Individuals and Groups: (3) Existing models of social work practice with individuals and small groups are examined for their underlying philosophic and value assumptions. Exploration of different theoretical perspectives on behavior, target populations which are addressed, categories and levels of goals, interventive techniques and unsettled issues of various theories is undertaken. The purpose of the course is to promote theoretical reconciliation or modification of interventive processes pertaining to social work's functions of prevention, provision, and restoration.

702 Comparative Theories of Organization and Administration: (3)

Different theoretical perspectives on organization and administration of human service delivery systems are examined in this course. Existing frameworks are explored for their underlying value assumptions and for their relationship to the state-of-the-art in research development and application to social work management and practice.

703 Theory Development in Social Sciences: (3)

Focuses on knowledge-building in the social sciences, and the epistemology of knowledge. Scientific logic and concept formation are studied as they relate to a variety of social science disciplines and substantive areas of knowledge contributing to theory development for social work practice. The various criteria for analysis and explanation will be applied particularly to social psychological theories as illustrative of a critical approach to the methods and basis of social science knowledge.

710 Advanced Research I: (3)

A reintroduction is first provided to fundamental research concepts such as: the links between theory, hypotheses, and research design and options. This is followed by in-depth study of group and single subject experimental design, measurement, data collection, and statistical analysis. Exemplars of social work research conducted in these modalities illustrate research methodology focused on advancing knowledge of social work practice and administration.

711 Advanced Research II: (3)

Focuses on various research designs and observation modes other than experimental models: survey research, content analysis, historical and comparative research, meta-analyses, aggregate data analysis, policy research and field observation. The logical and intellectual links between these and experimentation will be preserved and integrated, since experimental research represents classical scientific technique.

712 Advanced Research III: (3)

A review and expansion of statistical techniques studies in Research I and II. The focus will be on learning micro- and macro-computer applications, and preparing students to code and enter data and perform correct statistical analysis with SPSS, basic and mini-tab. Micro-computer instructions is envisioned in collaboration with Barry University Micro-computer Lab. Macro-computer use will be organized around SERDAC's facilities.

715 & 716 Dissertation Seminars: (3) (3)

This seminar is conducted in relation to assisting students in assessing the researchable questions in their substantive area of specialization and in the development of a dissertation proposal.

740 & 741 Area Specialization Seminars: (3) (3)

These seminars are principally organized around a student's independent study in a specialized area. Students may meet in seminar sessions, in small study groups or individually with faculty as may be required in the development of student's independent study. These seminars should culminate in an area specialization paper accepted and approved by a review committee of the faculty.

750 Social Work Education - Issues and Methods: (3)

A theoretical and practice-oriented approach to educational issues, curriculum construction and teaching methodology in social work education. The development of social work education and the goals of a professional curriculum provide a context for studying and assessing differential instructional methodology. Laboratory experiences in class involving student teaching affords students opportunities in the application of principles of curriculum design and instructions.

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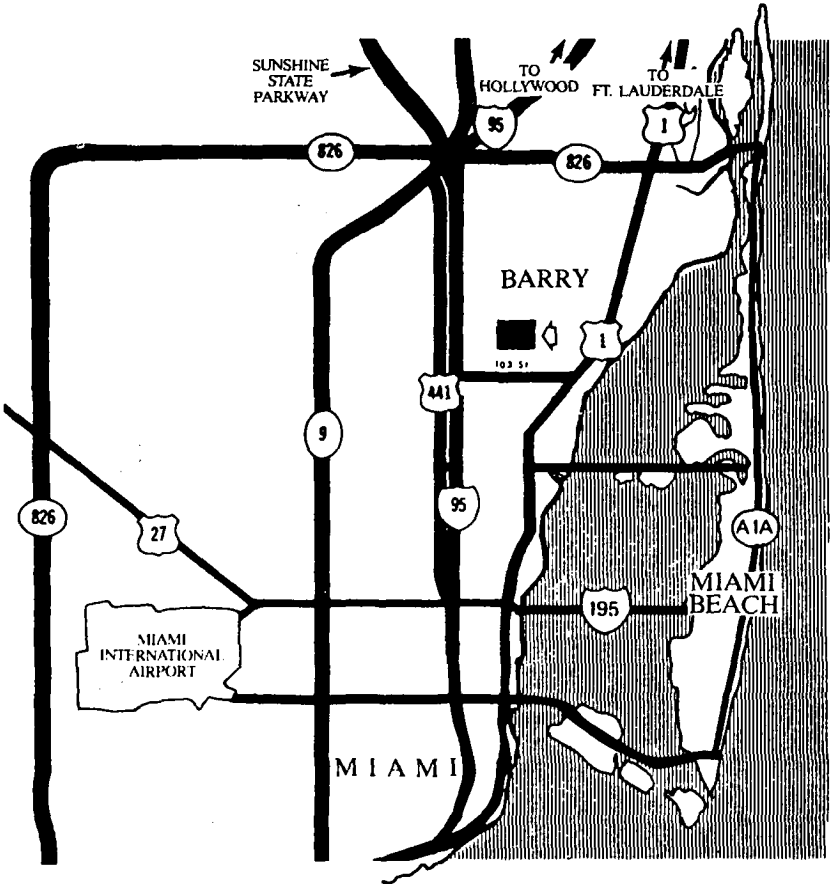
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