

# BARRY UNIVERSITY

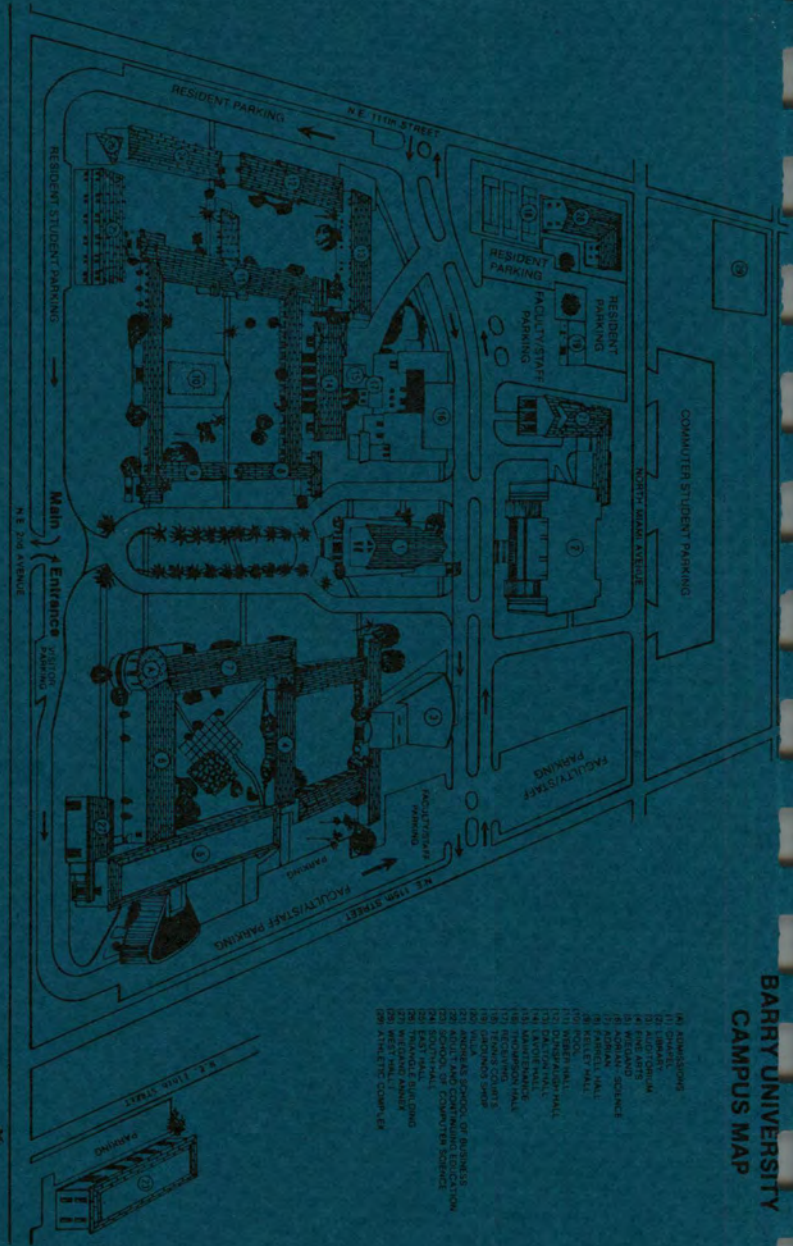


*The First Fifty Years*

1940-1990

# BARRY UNIVERSITY CAMPUS MAP

- 10. ADMINISTRATION
- 11. CHAPEL
- 12. LIBRARY
- 13. COLLEGE OF BUSINESS
- 14. FINE ARTS
- 15. WELDON COLLEGE
- 16. ACADEMIC CENTER
- 17. SCOTT HALL
- 18. SCOTT HALL
- 19. POOL
- 20. GYMNASIUM
- 21. DUNBAR HALL
- 22. DALTON HALL
- 23. MATH/SCIENCE
- 24. MAINTENANCE
- 25. THOMPSON HALL
- 26. TRINITY COLLEGE
- 27. GARDENS DRIVE
- 28. ADDRESS BOOK OF BARRY UNIV.
- 29. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 30. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 31. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 32. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 33. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 34. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 35. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 36. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 37. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 38. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 39. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 40. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 41. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 42. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 43. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 44. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 45. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 46. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 47. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 48. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 49. SOUTH CAMP COMMUNITY EDUCATION CENTER
- 50. SOUTH CAMP COMMUNITY EDUCATION CENTER



FACULTY/STAFF PARKING (1/2 BLOCK)  
 RESIDENT STUDENT PARKING (1/2 BLOCK)  
 COMMUTER STUDENT PARKING (1/2 BLOCK)  
 TRAFFIC FLOW





# Barry University

Miami Shores, Florida



## 1989-90 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 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. The School of Podiatric Medicine is accredited by the Council on Podiatric Medical 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  
11300 NE 2nd Avenue  
Miami Shores, Florida 33161  
(305) 758-3392 Local  
Undergraduate Admissions 899-3110  
Graduate Admissions 899-3120  
(800) 551-0586 In State  
(800) 621-3388 Out of State  
Telex: 681-1310 Barry UW  
Fax: (305) 899-3104



# Table of Contents

Academic Calendar.....	4
General Information.....	5
Admissions .....	11
Student Life .....	24
Tuition, Fees & Financial Aid .....	31
Academic Information .....	48
Undergraduate Degrees & Majors .....	49
Graduate Degrees & Majors .....	62
Academic Health Science Center .....	64
Division of Biological and Biomedical Sciences.....	65
Undergraduate Programs .....	65
Master of Science—Biology.....	75
Master of Science—Biomedical Sciences .....	78
School of Podiatric Medicine.....	82
Doctor of Podiatric Medicine.....	82
Academic and Instructional Services.....	100
Frank J. Rooney School of Adult and Continuing Education .....	103
School of Arts and Sciences.....	116
Undergraduate.....	116
Graduate.....	183
Master of Science — Clinical Psychology.....	185
Master of Arts — Communication Media.....	188
Master of Arts — English .....	192
Master of Arts — Health Care Ministry.....	202
Master of Arts — Jewish Studies.....	196
Master of Arts — Pastoral Ministry for Hispanics .....	202
Master of Science — Telecommunication Management.....	199
Master of Arts — Theology .....	202
Master of Arts — University Studies .....	213
School of Business .....	216
Undergraduate.....	216
Master of Business Administration .....	224
Executive Master of Business Administration.....	229
Master of Professional Accountancy .....	233
School of Computer Science .....	236
Undergraduate.....	236
Specialist in Education Computer Education .....	251
Master of Science — Computer Education .....	251
Master of Science — Computer Science .....	264
Master of Science — Computer Information Systems .....	259
School of Education.....	272
Undergraduate.....	272
Master of Science — Education .....	277
Specialist in Education — Counseling.....	289
Specialist in Education — Reading .....	288
School of Nursing .....	300
Undergraduate.....	300
Master of Science — Nursing.....	310
School of Social Work .....	318
Master of Social Work .....	319
Doctor of Philosophy in Social Work.....	332
Trustees .....	335
Administrative Organization .....	336
Administration .....	341
Faculty.....	352
Index.....	369

# Academic Calendar 1989-90

## Fall 1989

Assembly	Tuesday, August 22
Classes Begin	Wednesday, August 30
Labor Day Holiday	Monday, September 4
Fall Holiday	Friday, October 20
Thanksgiving Holiday	Thursday-Sunday, November 23-26
Classes End	Friday, December 8
Final Exams	Monday-Friday, December 11-15

## Spring 1990

Assembly	Friday, January 12
Classes Begin	Tuesday, January 16
Spring Break	Saturday-Sunday, March 3-11
Easter Holiday	Thursday-Sunday, April 12-15
Classes End	Wednesday, May 2
Study Day	Thursday, May 3
Final Exams	Friday-Thursday, May 4 - May 10
Commencement	Sunday, May 13

## Summer School

Summer I 1990	Tuesday May 15 - Friday June 22, 1990
Summer II 1990	Monday June 25 - Friday August 3, 1990

## School of Adult and Continuing Education

1989 Fall Term	Oct. 9 - Dec. 16
1990 Winter Term	Jan. 8 - Mar. 17
1990 Spring Term	Apr. 9 - June 16
1990 Summer Term	July 9 - Sept. 15

## Homestead Air Force Base

(Graduate Courses in Counseling and Business)	
1989 Fall Term	Sept. 18 - Dec. 1
1990 Winter Term	Jan. 8 - Mar. 16
1990 Spring Term	Mar. 20 - June 1
1990 Summer Term	June 11 - Aug. 11

**The School of Education** also offers some of its graduate programs in varying cycles.



# 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.
- . promotes the interrelationship inherent in excellent teaching, significant learning and creative research.
- . 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 5,400 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 22 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**

The measure of a special university is more than the size of its student body, its faculty, its campus, or its longevity.

Although Barry University is relatively small and young, it is emerging as a truly special institution of higher education.

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



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

#### **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, Controllor, Financial Aid, Personnel, Purchasing and Registrar. It was constructed in 1940.

**COR JESU CHAPEL** — Built in 1940 through a donation from Margaret Brady Farrell, the Cor Jesu Chapel is the center of many activities of the campus ministry as well as the office of the Director of Religious Affairs. Masses are celebrated 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 built in 1985, 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.

**FAA BUILDING** — Funded through a grant from the Federal Aviation Administration, the FAA Building is scheduled to open in the Fall of 1989. Designed as a "high-tech" facility, this building will be the home of the School of Computer Science and the Department of Communication.

**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 faculty offices for the Social Science Department and administrative offices for the School of Arts and Sciences.

**HOLTZ QUADRANGLE** — 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 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 450,000 items. This includes over 1900 periodical titles. The Barry Library participates in a number of library networks. The Southeast Florida Library Information Network (SEFLIN) provides by courier service and telefax access to more than seven million items and to 21,000 periodical titles held by the larger academic and public libraries of Dade, Broward and Palm Beach counties. Materials not readily available at this level are obtained through the Florida Library Information Network (FLIN), which provides for the delivery of materials based on the major libraries of the State of Florida including those of the state university system. The resources of the libraries of the southeast and midwest through the Southeastern Library Network (SOLINET) cap the library exchange program. Faculty and students have access to audio and video taping facilities. Bibliographic instruction and reference service, including structured assistance in the use of CD-ROM and manual indexes, are an integral part of the library support of classroom teaching. The library building contains the classrooms and departmental offices of the School of Education, the School of Social Work, and a computer lab.

**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 Recreational Diving Management Office and Dive Locker are also located here.

**SAGE HALL** — Built in 1987, Sage Hall is the newest residence hall, and is located on the southwest corner of the campus. It houses 96 students in double air-conditioned suites. Sage Hall was named after Robert F. Sage, one of Barry's benefactors.

**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. The Department of Communication is housed here.

**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 former Barry University President, Mother Genevieve Weber, Weber Hall houses male students. A section is reserved for honor students. The largest residence hall on campus, it 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. In 1987, a four-classroom wing was added to Wiegand Center.

## 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 by reviving ancient technology. 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 discovering that the Great Pyramids of Egypt are comprised of geopolymeric limestone-concrete blocks, cast in-situ, as opposed to natural, quarried limestone. Dr. Davidovits' chemical research is performed at the Geopolymer Institute, in France, while programs pertaining to applied archaeological sciences are carried out by the IAPAS. As a chemical engineer, he specializes in low temperature mineral synthesis, and he is the discoverer of the chemistry of geopolymers. Dr. Davidovits is also a visiting professor at the University of Toronto, Canada.

Projects and findings are documented to provide new historic and technological information to historians, scientists, industry, and the general public. The IAPAS promotes broadest possible application of its findings and publishes books and scientific papers. A popular book written by IAPAS (Davidovits and staff) titled, "The Pyramids: An Enigma Solved," is scheduled for publication in September of 1988 by Hippocrene Books, Inc. (NY).

To foster the program of the IAPAS, the following research projects are underway funded by government agencies or private institutions:

- **Nuclear and Toxic Chemical Waste Containment:** The IAPAS and a Canadian government funded research team are stabilizing toxic chemical and low- and high-level nuclear waste within a geopolymeric matrix. So far, geopolymers have been shown to successfully contain heavy metals, arsenic, cyanide, uranium, and toxic organic compounds. Even in early tests, geopolymer is proving to be unprecedented for waste containment. The main properties which make geopolymers ideal for waste storage are exceptional strength, leak resistance, freeze-thaw resistance, and durability. Because geopolymers are comparable to cements surviving from antiquity, the longevity of stabilized waste under specific climatic conditions is predictable under actual conditions.

- **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. Ancient Egyptian documents also cite long-term grain storage, and grain has been found in surprisingly good condition after thousands of years of burial in Egyptian tombs. In contrast, the US Department of Agriculture (USDA) can store wheat no longer than 4 years using state-of-the-art technology. The superior grain storage method used in ancient Egypt has been rediscovered by Dr. Davidovits and is being revived by the IAPAS for grain silo construction.

- **Third World Construction Projects:** The IAPAS is planning collaboration with the Department of Chemistry and Applied Chemistry of the University of Toronto to solidify soils for construction purposes. Soils and clays can be geopolymerized at ambient temperatures to take on properties comparable to those of fired brick. The local resources of numerous environments can thus be employed to obtain low-cost building materials.



# Admissions

## Office of Admissions

Located in Adrian Hall.

### **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) 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 840 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 7<sup>1/2</sup> 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 of course work at Barry and must fulfill all requirements of the program which they elect to follow and the University distributive requirements for graduation.

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, RN's in the BSN Option, 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.

#### **ARTICULATION AGREEMENT BETWEEN BARRY UNIVERSITY AND MIAMI-DADE COMMUNITY COLLEGE**

Barry University and Miami-Dade Community College entered into an agreement in the summer of 1986 that governs the matriculation at Barry University of Associate of Arts graduates from Miami-Dade.

Students should seek assistance from Miami-Dade's Advisement and Graduation Information System (AGIS) in order to be informed of suggested and required courses that they should take as part of their Associate of Arts Degree program at Miami-Dade and to satisfy requirements for transfer to Barry.



## **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. For the purpose of admission to Barry University, an international student is: a student who has received high school and/or university level education outside of the United States and/or a student who requires a Student Visa. 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.

### **Undergraduate Applicants**

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  
Guatamala-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-Matriculation Certificate (Bagrut Examination)  
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  
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

#### **Graduate Applicants**

Argentina-Licenciatura  
Bahamas-Honors Bachelor's Degree  
Barbados-Honors Bachelor's Degree  
Bolivia-Licenciatura  
Brazil-Bacharel or Licenciado  
Canada-Honors Bachelor's Degree or the equivalent  
Chile-Bachillerato, Licenciatura, or Titulo of at least 4 year duration  
China-Bachelor's Degree  
Colombia-Licenciatura or Titulo  
Dominican Republic-Licenciatura of at least 4 year duration  
Ecuador-Licenciatura or Titulo  
Egypt-Bachelor's Degree  
El Salvador-Licenciatura  
France-Maitrise or equivalent  
Germany-Diplomgrad, Staatsexamen, or Magister Artium  
Greece-Ptychion



Guatemala-Licenciatura  
 Haiti-Diplome d'Etudes Superieures or Licence of at least 4 year duration  
 Honduras-Licenciatura of at least 4 year duration  
 Hong Kong-Honors Bachelor's degree  
 India-Bachelor's Degree in Engineering or Architecture, Master's degree in other subjects  
 Indonesia-Sarjana or Insinyur  
 Iraq-Bachelor's Degree  
 Israel-Bachelor's Degree  
 Italy-Laurea  
 Jamaica-Honors Bachelor's Degree  
 Japan-Bachelor's Degree  
 Jordan-Bachelor's Degree  
 Korea-Bachelor's Degree (Taehak Taehakkyo)  
 Kuwait-Bachelor's Degree  
 Lebanon-Bachelor's Degree, Licence of at least 4 year duration, or Maitrise  
 Libya-Bachelor's Degree  
 Malaysia-Bachelor's Degree  
 Mexico-Licenciatura of at least 4 year duration  
 Morocco-Licence or Ingenieur d'Etat  
 Netherlands-Doctorandus, Ingenieur or Meester  
 Nicaragua-Licenciatura  
 Nigeria-Honors Bachelor's Degree  
 Norway-Cand. Mag.  
 Pakistan-Bachelor's Degree in Engineering or other 4 year Bachelor's Degree or Master's Degree  
 Panama-Licenciatura  
 Paraguay-Licenciatura of at least 4 year duration  
 Peru-Bachillerato, Licenciatura, or Professor from a 4 year university program  
 Philipines-Bachelor's Degree  
 Saudi Arabia-Bachelor's Degree  
 Singapore-Honors Bachelor's Degree  
 Sweden-Filosofie Kandidatexamen or Ekonoexamen  
 Switzerland-Licence or Diploma of at least 4 year duration  
 Syria-Licentiate or Bachelor's Degree  
 Thailand-Bachelor's Degree  
 Trinidad-Honors Bachelor's Degree  
 Turkey-Lisans or Bachelor's Degree  
 United Kingdom-Honors Bachelor's Degree  
 Uruguay-Licenciatura of at least 4 year duration  
 Venezuela-Licenciatura or equivalent

**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. A financial statement (needed prior to issuing an I-20 Form) must also be submitted. The University does not award financial assistance to international students. Payment of tuition and fees is required at the beginning of each term. All checks should be made payable to: Barry University. The financial statement should include:

1. A notarized letter of support or government sponsorship letter guaranteeing payment of tuition and fees, books, room and board, medical insurance and personal expenses for an academic year.
2. A bank letter stating that the student or his sponsor has the funds available to pay the total cost associated with attending Barry.

International students should be familiar with the regulations of their governments about sending money to the United States and should make arrangements to have the necessary funds available at the designated times of enrollment. Documentary evidence of means of financial support must be attached to the 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 International Student Office at the time of registration.

#### **Admission Procedures**

1. Application for Admission must be filled out completely and accurately.
2. Non-refundable application fee of U.S. \$25 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. 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, grading scale showing the minimum passing mark, length of class periods and number of periods per week for each subject, accompanied by certified English translations.)

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 475 will be required to improve their English proficiency.

Also accepted as satisfactory proof of English proficiency is the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion. **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 writing and mathematics at the time of their first enrollment. Students must complete coursework indicated by placement exams in order to maintain enrollment at Barry University. 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, RN's in the BSN Option, and students who have passed the CLAST exam UNLESS they have English or Math courses to complete at Barry.

## **RE-ADMISSION AND CHANGE OF STATUS**

### **Graduate and Undergraduate**

The process of re-admission must be completed by students who were once enrolled at Barry University, but whose schedules have been inactive for at least a calendar year. The **Request for Change of Status or Re-Admission Form** must be completed by the student and returned to the Office of Admissions at least 30 days prior to the expected date of matriculation. This same procedure is also to be completed by students who were enrolled on a non-degree-seeking basis, and who now wish to enter an undergraduate or graduate degree program at Barry.



# 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. In the School of Podiatric Medicine a maximum of 16 graduate credits may be taken as a non-degree seeking student. 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. A fee of \$20.00 per credit must be paid to cover administrative costs.
7. Up to six credits in French or Spanish will be granted for CLEP upon completion of at least six credits in Spanish or French beyond the elementary level taken at Barry University.

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, double and quad rooms with baths are available within the residence halls.

All students desiring to live on campus must request housing applications from either Admissions or the Residential Life Office. Acceptance by the University does not assure a student of on-campus housing unless the student completes the application for housing.

Before being assigned a room, each resident must pay a \$200.00 room/security deposit. This payment reserves the room for the length of the housing agreement. It may also be used as restitution for damages assessed, should any occur during the student's stay in the residence halls. This deposit will remain in a separate account and carry over from year to year while the student is residing on campus. If no damage has been assessed after a room has been properly checked out, the \$200.00 deposit will be returned.

A resident, moving out of the residence halls during his/her agreement period, will forfeit his/her deposit.

Housing applications must also be accompanied with a proof of health insurance or an indication or a desire to purchase university health insurance.



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 Student Development Center provides confidential personal, social, academic, and career counseling to all students. Assertiveness training and other developmental workshops are offered. Students are encouraged to visit the Counselor and are assured that confidentiality is maintained. When requested, or when appropriate, referrals are made to the University consulting psychiatrist, physicians, and/or community agencies.

### **CAREER COUNSELING AND STUDENT DEVELOPMENT**

The Student Development Center 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. On-campus interviews
6. Workshops of resume writing, interviewing and other job seeking and career skills
7. Career Library containing occupational and organizational information
8. Computer assisted guidance program
9. Internship Program

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

### **GORDON RULE**

Students who plan to transfer to a college or university in the Florida State system should fulfill the Gordon Rule relative to writing and math requirements 1) Four courses (12 credits) that each include a minimum of 6,000 written words 2) Two math courses (6 credits) at or above the level of college algebra.

## **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 Services (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 and the Sunshine State Conference. Planned intercollegiate sports for academic year 1989-90 include: men's baseball, basketball, cross country, golf, soccer and tennis; women's basketball, cross country, soccer, softball, tennis, and volleyball.

The 1989-1990 academic year will be our sixth 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	Billy Mims
	Cross Country	Joseph Whitehead
	Golf	Robert J. Dick
	Soccer	Ian Martin
	Tennis	Scott Ehrlich

Women's:	Basketball	Dan Olson
	Cross Country	Joseph Whitehead
	Soccer	Michael Covone
	Softball	TBA
	Tennis	Sister Mary Alice Murnen, O.P.
	Volleyball	TBA

### **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 sports and recreation activities 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, Samothrace Club, Spanish Club, Student Government Association.

### **FRATERNITY/SORORITY**

Omega Chi Phi fraternity and Delta Phi Epsilon sorority 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. Alpha Chi is a national, coeducational honor society open to graduating seniors with a 3.70 grade point average and exemplary character. The Barry University Honor Society of Nursing is open to juniors, seniors, and RN-BSNs in the top third of their class. M.S.N. students must have taken 12 graduate credits and maintained at least a 3.5 GPA.

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); Theta Alpha Kappa (religious studies), and Delta Mu Delta Epsilon (business administration).

### **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, by proclaiming the Gospel and its values; by building and strengthening a community of faith; by promoting participation and education in the work of social justice; 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; and THE FLAME, published four times a year; the BARRY BULLETIN; and the CALENDAR of weekly events, all published by the Office of University 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.



# 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.

1989-90  
Per Semester

TUITION:	Undergraduate, full-time 12-18 credits .....\$ 3,895.00
	Undergraduate, part-time per credit..... 230.00
	Credits in excess of 18, per credit ..... 230.00
	Barry/St. George's Pre Med., per semester .....4,400.00
	BEC Undergraduate per credit .....25.00
	*Adult & Continuing Education, per credit..... 115.00
	*Computer Science, Adult evening, per credit..... 125.00
	Graduate, per credit ..... 250.00
	*Graduate, Computer Education, per credit ..... 135.00
	Graduate, Social Work, M.S.W., per credit ..... 275.00
	Graduate, Social Work, Ph.D., per credit ..... 330.00
	*Graduate, School of Education, Certificate Programs . 135.00
	Human Resources Development per credit ..... 175.00
	Podiatry, per year ..... 14,990.00
	Podiatry, part-time, per credit ..... 470.00
	Executive Master of Business Administration
	1st year .....6,600.00
	2nd year .....6,000.00
	*HAFB, Graduate, per credit ..... 150.00
	Graduate, Biological & Biomedical Sciences ..... 400.00
FEES:	Orientation Fee (for new full-time undergraduate students) .....50.00
	Application fee, payable once .....25.00
	Registration fee, payable each semester .....10.00

Special Course fee .....	Variable
Graduation fee .....	40.00
Parking fee .....	10.00
Student Activities fee (full-time students) .....	90.00
Student Activities fee, part-time students, per credit .....	7.00
Student Activities fee, Podiatry students.....	130.00
Portfolio Evaluation fee .....	Variable
Deferred Payment Plan fee .....	25.00
Health Insurance (8/15/89 to 8/15/90)	
Student only.....	TBA
Student and spouse .....	TBA
Student, spouse, and dependent children .....	TBA
Student and dependent children .....	TBA
Room Damage Deposit .....	200.00
(Refund determined by condition of room)	
Room and Board (20 meal plan — 14 meal plan \$25 less)	
Triple/Quad Non-Air Conditioned Room .....	1,590.00
Triple/Quad Air-Conditioned Room .....	2,075.00
Double Non-Air-Conditioned Room .....	1,685.00
Double Air Conditioned Room .....	2,225.00
Private Non-Air-Conditioned Room .....	1,775.00
Private Air Conditioned Room .....	2,400.00
Drop/Add fee .....	10.00

\*Discounted tuition. No further discount applies.

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

DISCOUNT POLICIES DO NOT APPLY TO ALREADY DISCOUNTED COURSES.

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 for any reason after attending classes, 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 Refunds.** 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.

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

#### **TUITION PAYMENT PLAN**

Barry University offers the services of several private 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.

#### **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**

Health insurance coverage is required for all resident students, intercollegiate athletes and international students. The insurance is also available for students taking six or more hours. The insurance fee will be charged at time of registration if the student is not covered by a similar health insurance plan. It is the responsibility of the student to make sure insurance has been charged.

## **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 aid is 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 schools and agencies requested by the student. 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 known as the Perkins 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 Stafford Loan Program (formerly Guaranteed Student Loan). 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 Stafford Loan, the interest rate on additional Stafford Loans 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 and SLS programs provide additional funds for educational expenses. They are made by a lender such as a bank, credit union, or savings and loan. The interest rate is variable and while borrowers are not required to demonstrate financial need, they must complete a need analysis form. 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.

### **College-Level Academic Skills Test (CLAST)**

One of the conditions to be eligible to receive funds from the State of Florida is that the student participates in the College-level Academic Skills Test (CLAST). This must be done **prior to the end of the semester** in which 60 semester hours are earned.

### **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 AND ACADEMIC MERIT 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 3.25 or above for the Presidential and 3.0 or above for Academic Merit scholarships in all course work and is in good disciplinary standing. Qualified students will be contacted by the Admissions Office.

**FOCUS ON EXCELLENCE.** Barry University's "Focus on Excellence" scholarships recognize outstanding students from all Florida Catholic High Schools. In order to be considered, students must be superior high school seniors who have a minimum combined score of 1100 on the Scholastic Aptitude Test, a 3.5 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 3.3 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.
- (e) College-Level Academic Skills Test (CLAST). One of the conditions to be eligible to receive funds from the State of Florida is that the student participates in the College-Level Academic Skills Test (CLAST). This must be done **prior to the end of the semester** in which 60 semester hours are earned.

**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 under-



graduate 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.
- 4) College-Level Academic Skills Test (CLAST). One of the conditions to be eligible to receive funds from the State of Florida is that the student participates in the College-Level Academic Skills Test (CLAST). This must be done **prior to the end of the semester** in which 60 semester hours are earned.

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 \$1,300 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 \$2,300 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 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. 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.

**THE MONSIGNOR WILLIAM BARRY SCHOLARSHIPS.** These scholarships, funded in loving memory of Monsignor William Barry by Mrs. Ucola Katzentine, are awarded to students who demonstrate superior academic achievement, involvement in extra-curricular activities and are financially needy. Applications may be obtained from the Financial Aid Office.

**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.

**WILLIAM J. MESSICK MEMORIAL SCHOLARSHIP** was established in memory of The Reverend William John Messick, O.S.F.S., Ph.D., who served as Vice President of Institutional Advancement at Barry University. For further information, please contact the Office of Financial Aid.

**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 extra-curricular 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.

SISTER ELAINE SCANLON SCHOLARSHIP. Sister Elaine Scanlon Scholarship was established by the Barry University Auxiliary in honor of Sister Elaine Scanlon, O.P. who served as Auxiliary President from 1986 - 1989. The Scholarship was established to assist undergraduate students who need aid in order to continue their studies. Recipients will be chosen at the discretion of the Auxiliary. To apply, students must contact the Office of Financial Aid.

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.

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.

GRACE R. SOUTHMAYD SCHOLARSHIP FUND. Service requirements to Barry University by the recipient of the Grace Southmayd Scholarship Fund could be met by an internship in the Alumni Office. The student would participate in Alumni Office progress such as the following:

- 1) Liaison to Student Representatives on the Alumni Association Board of Directors
- 2) Student volunteer co-ordinator for Phonothon
- 3) Special Events contact person
- 4) Other Alumni activities such as Reunions and Chapter meetings

This would provide needed service to Barry University while developing interest and commitment to the Alumni Association.

AVERILL STEWART SCHOLARSHIP. This scholarship was established by Barry University Trustee, James Stewart, in memory of his wife, Averill Stewart. The scholarship is valued at the full tuition cost, plus room and board. To apply an individual must have a 3.5 average in high school and have been actively involved in extracurricular activities. The scholarship is renewable annually providing the student maintains a 3.25 cumulative GPA and is a leader in extracurricular activities. To apply, students should 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. To apply, students should contact the Office of Financial Aid.

**BARRY UNIVERSITY SCHOLARSHIPS 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.

**School of Podiatric Medicine.**

**Qualified podiatry students are eligible for two scholarships.**

**DR. MARVIN STEINBERG MEMORIAL SCHOLARSHIP FUND.** This fund was established by the family of Dr. Marvin Steinberg, noted podiatric educator, and will provide an annual scholarship to an academically qualified Podiatry student. For further information, please call the School of Podiatric Medicine.

**DR. HERBERT FEINBERG MEMORIAL SCHOLARSHIP FUND.** This fund was established by the family of Dr. Herbert Feinberg, one of the original members of the Executive Advisory Council to the School of Podiatric Medicine. The award is made annually to academically qualified Podiatry students. For further information please call the School of Podiatric Medicine.

**School of Nursing**

**NURSING STUDENTS** are eligible for numerous scholarships, grants, and loans limited to students enrolled in the School of Nursing undergraduate or graduate programs.

**SCHOLARSHIPS**

**BLACK NURSES ASSOCIATION, INC., MIAMI CHAPTER-** Black students who are U.S. citizens, Florida residents, enrolled in the School of Nursing with a 2.5 GPA and who have financial need are eligible to apply for this scholarship. Award is usually \$1,000.

**NATIONAL STUDENT NURSES' ASSOCIATION, INC. FOUNDATION-** This professional organization serves as a clearinghouse for numerous organizations offering scholarships to students enrolled in the School of Nursing. Scholastic achievement and need are important. Students complete one application which is considered for all scholarships for which the student is eligible. Amounts of award vary.

**FLORIDA NURSES' ASSOCIATION - DISTRICT 32 -** Students enrolled in the School of Nursing who have been residents of Broward County for at least one year, have at least a 2.0 GPA and have financial need are eligible for this \$400 scholarship. Students do not need to be full-time but must carry at least 3 semester credit hours in nursing.

BREVARD HEART FOUNDATION, INC. - Brevard County residents enrolled in the School of Nursing are eligible for this \$500-\$1,000 scholarship. Students in all options are eligible to apply but priority is given to senior students.

BUSINESS/PROFESSIONAL WOMEN'S FOUNDATION - The Foundation serves as a clearing house for three scholarships. Undergraduate nursing students who are U.S. citizens, women 25 and older in their junior or senior year are eligible to apply for these need based scholarships of \$100-\$1,000. Students do not need to be full-time.

FLORIDA NURSES' ASSOCIATION DISTRICT 21 - Nursing students who live in Broward County, have financial need and at least a 2.5 GPA are eligible for the \$300 scholarship.

ORLANDO REGIONAL MEDICAL CENTER - Junior, senior or graduate nursing students who are employees or immediate family members of employees of Orlando Regional Medical Center and have at least a 3.0 GPA may apply for \$500 per semester for full-time or \$250 per semester for part-time study.

ROTARY CLUB OF MIAMI SHORES - Undergraduate nursing students in their junior or senior year who have financial need may apply for this \$500-\$1,000 scholarship.

ASSOCIATION OF OPERATING ROOM NURSES, SOUTH FLORIDA - Senior nursing students in their final semester who have a 3.0 GPA and plan to work in the operating room setting after graduation may apply for this scholarship.

AMERICAN ASSOCIATION OF CRITICAL CARE NURSES - The Association provides scholarships to registered nurses pursuing the BSN degree carrying at least a 50% academic load in their junior or senior year. The student must maintain a 2.0 GPA, be a member of AACN, and be currently employed and have worked one year of the last 3, in a critical care area.

AMERICAN NURSES ASSOCIATION ETHNIC/RACIAL MINORITY FELLOWSHIP - Registered nurses who are members of the National Student Nurses Association or their state nurses association and belong to an ethnic or racial minority are eligible for a scholarship of up to \$2,000 to pursue the BSN degree.

NURSE EDUCATIONAL FUNDS - This scholarship is for U.S. citizens who are Registered Nurses pursuing the BSN degree. The nurse must belong to the American Nurses Association, be a full-time student and have financial need. The award ranges from \$2,000 to \$5,000.

ONCOLOGY NURSING FOUNDATION - To be eligible the student must be a Registered Nurse pursuing the BSN or MSN degree and have an interest in oncology nursing. The award ranges from \$1,000 up to \$2,500 for graduate studies.

AMERICAN LEGION EDUCATION AND SCHOLARSHIP PROGRAM - The Registered Nurse pursuing the MSN degree in Administration or



Education is eligible for this \$2,000 award. In return, the nurse agrees to employment full-time in the lung and respiratory health care area after graduation.

**Nursing Loans:**

DADE COUNTY MEDICAL ASSOCIATION AUXILIARY - Students enrolled in the School of Nursing for this \$1,500 to \$2,000 loan which considers need and academic achievement. The student agrees to practice in Dade County for one year after graduation. The loan is interest free if paid back within two years of graduation.

DISTRICT 5 FNA/L.B. TREADWAY FUND - Loans available to nursing students enrolled in graduate/undergraduate program at least part time.

HANSEL FUND - Provides monies for students in financial need while enrolled in School of Nursing. Loans from both the Handsel and Treadway funds are repayable at 3% interest at the time of graduation or upon leaving school for other reasons.

**Service Payback:**

ARMY R.O.T.C. - Nursing students who are U.S. citizens, under 25 years old, have a 2.5 GPA, have at least two years of college left, and meet Army requirements are eligible to have tuition, books, fees, and a subsistence allowance paid for 2 to 4 years in return for 4 years of active duty or 8 years of reserve duty in the U.S. Army or National Guard as a nurse.

VETERANS ADMINISTRATION SCHOLARSHIP PROGRAM - U.S. citizens enrolled in the School of Nursing full-time in the junior or senior year, are eligible for this scholarship which pays tuition, books, fees, and a stipend. One year of employment in a V.A. hospital after graduation is required for each year of funding.

PARALYZED VETERANS ASSOCIATION OF FLORIDA, INC. - Each year two senior nursing students at Barry receive \$3,000 scholarships from this organization. In return they agree to work for 12 months at a V.A. Medical Center on the spinal cord injury service. They learn about the special needs of and care required to help veterans with spinal cord injuries.

In addition to the financial aid sources listed above, there are smaller scholarships and loans available from various sources. Many hospitals also offer programs which provide money for tuition (usually at the senior level) in return for an agreement to employment at the hospital, usually one year of employment for each year of tuition support. Hospitals also frequently provide tuition support for employees pursuing the BSN or MSN degree. Students should first contact the Financial Aid Office. A Financial Aid advisor is available in the School of Nursing for additional assistance.

## **Loans**

**PERKINS LOAN (FORMERLY NATIONAL DIRECT STUDENT LOAN-NDSL).** This is a loan made without interest to the student while in school and at 5% interest on an extended repayment period. The amount of the loan is based on financial need.

**STAFFORD LOAN (FORMERLY GUARANTEED STUDENT LOAN).** 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.

**PLUS LOAN AND SUPPLEMENTAL LOAN FOR STUDENTS (SLS).** PLUS loans are for parent borrowers; SLS's are for students. Both loans provide additional funds for educational expenses and, like GSL's are made by a lender such as a bank, credit union, or savings and loan association. The interest rate is variable and repayment begins within 60 days of the disbursement of the loan.

### **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. A veteran student who has been terminated with the Veterans Administration (VA) for unsatisfactory progress may petition the Registrar for readmission. The school will discuss with the student the problems relating to the unsatisfactory progress and recertify to the VA the student's enrollment if the cause of the unsatisfactory progress has been removed.

## 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.

### SUMMER SCHOOL

Discounted tuition rates are in effect during the summer sessions, thus affording the student the opportunity for earlier graduation while taking summer classes at a discounted rate.

**No discount policy will apply to courses with already discounted tuitions below the regular graduate or undergraduate rates.**

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



**CITIZEN/ELIGIBLE NON-CITIZEN**

Students must be one of the following to receive Federal student aid:

- U.S. Citizen
- U.S. National
- U.S. Permanent resident with a valid I-151 or I-551 (Alien Registration Receipt Card)

If the student is not in one of these categories, please contact the Office of Financial Aid for further information.

# 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**

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. Theology and Philosophy        | — | 9 credits |
| 2. Written 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:         | Any mathematics at or above the level of College Algebra. |
| Sciences:            | Biology, Chemistry, Physics                               |
| Behavioral Sciences: | Anthropology, Criminal Justice, 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.), and the Bachelor of Science in Technology (B.S.T.).

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
  - Marine Sciences
  - Pre-Dental Medicine
  - Pre-Medicine
  - Pre-Podiatric Medicine
  - Pre-Veterinary Medicine
- Broadcast Communication (B.A.)
- Chemistry (B.S.)
  - Pre-Pharmacy

Communication Arts (B.A.)  
 Computer Information Systems (B.S.)  
 Computer Science (B.S.)  
 Criminal Justice (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.)  
 Hospitality Management (B.S.)  
 International Studies (B.A.)  
 Liberal Studies (B.A.) (Liberal Arts)  
 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. to B.S.N./M.S.N. Option  
     Accelerated Option  
     Two-Year Transfer Option  
     L.P.N. to B.S.N. Option  
 Occupational Therapy (B.S.)  
 Philosophy (B.A.)  
 Photography (B.A.)  
 Political Science (B.S.)  
 Pre-Engineering Program  
 Pre-Law (B.A.)  
 Professional Studies (B.P.S.)  
 Psychology (B.S.)  
 Public Relations (B.A.)  
 Recreational Diving Management (B.S.)  
 Sociology (B.S.)  
 Spanish (B.A.)  
 Sports Information (B.S.)  
 Sport Management (B.S.)  
 Technology (B.S.T.)  
 Telecommunication (B.S.)



Theatre (B.A.)  
Theatre Management (B.A.)  
Theology (B.A.)  
Undecided

### **CHANGE OF MAJOR (Undergraduate)**

Students wishing to change their academic major or add another major to their academic program must submit a **Request for Change of Major** form with the office of the dean of the school in which the student is enrolled.

### **MINORS**

Minor concentrations are available in specific subject areas, as well as the following interdisciplinary areas: Peace Studies, 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<br>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.
Progress.....	PR	No credit awarded; it indicates progress but does not mean satisfactory completion; not computed in GPA.



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 elapsed. The Registrar's Office must have the approval of the dean of the appropriate School to readmit a student following suspension.

A student suspended for any reason will be subject to those criterion and guidelines as specified in the university catalog in effect at the time of re-admission.

#### **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**

### **Purpose of the Program**

The Barry University undergraduate Honors Program is designed to add both breadth and depth to the educational experience of students in the Honors program. The Honors curriculum offers the intellectually curious student an opportunity to analyze problems, synthesize theories and actions, evaluate issues facing our complex society and develop leadership skills. The program gives superior students the opportunity to interact with faculty members whose knowledge and expertise, as well as their own willingness to explore non-traditional academic avenues, will enable these students to challenge the frontiers of their ability.

### **Qualifications**

Freshmen or transfer students who have a minimum combined SAT score of 1000, a minimum GPA of 3.50 (in high school or university, respectively), and/or obtain the approval of their academic advisors in consultation with the Honors Program director are invited to participate in the Barry University Honors Program.

Students who are Presidential Scholars or Focus on Excellence scholarship recipients are strongly encouraged to participate in the program, provided they meet the standards set.

### **Structure**

Students are expected to enroll in the Honors Program during each of their four years at Barry University, with the exceptions noted under "Requirements."

Qualified freshman students enroll in a freshman seminar during both fall and spring semesters. These seminars are team-taught, interdisciplinary explorations of critical issues. The intellectual environment permits students to focus on the responsibilities and challenges of the program, and helps to determine a student's willingness to commit him/herself to the entire program.

Sophomore students take special topic honors courses open only to honors students. These courses address a subject or area of concern within a traditional academic discipline.

Junior and Senior students enroll for "In-Course Honors" in regular university classes in which they undertake projects relating to those courses under the guidance of the faculty member. A thesis, research study or project is expected to emanate from one of these courses.

By giving honors students a campus presence and by encouraging the cohesiveness of the group that enters as freshmen, the University hopes to



foster a group identification and intellectual camaraderie that will endure long beyond their educational experience at Barry University.

### Requirements

To receive the designation of Honors Program participation on the final transcript, honors students must fulfill the following requirements:

- (1) A minimum of 24 credit hours in honors courses which, except for transfer students, must include the Honors Seminar sequence and two special topic honors courses;
- (2) A minimum of 12 credit hours in honors courses from outside the area of the major;
- (3) While the demands of particular academic programs may require individual adjustments, the suggested sequence for Honors courses shall be:
  - (a) Freshman Year - HON 101 and HON 102 (6 credit hours)  
An interdisciplinary Honors Seminar to be team-taught by two faculty members. The course sequence will fulfill an Honors Program requirement (see 1) and will also count towards general graduation requirements as elective credits;
  - (b) Sophomore Year - Two special-topic honors courses (6 credit hours)  
Each year faculty members will be invited to submit course proposals for special topic Honors courses from which the Honors Program Council will select a certain number to be offered. The special-topic honors courses will be given under the respective department's course code so that the courses may fulfill not only the Honors Program requirements but also, in some cases, part of a student's distribution requirements or major/minor requirements.
  - (c) Junior Year - Two in-course Honors courses (6 credit hours)  
Students will work with a faculty member on a special Honors Project/Assignment within the structure of a regular course offering. Honors students registering for in-course Honors must clearly mark with an "H" the special code column when registering for the course. In-course Honors will be given under the respective department's code so that the courses may fulfill not only the Honors Program requirements but also, in some cases part of a student's distribution requirements or major/minor requirements.
  - (d) Senior Year - Two in-course Honors courses (6 credit hours)  
Will contain a supervised, original research component culminating with the Senior Honors Thesis Research Project which is a requirement for graduation from the Honors Program and which must be approved by the Honors Program Council. A com-

mittee will oversee the thesis/project: the faculty director, a second faculty member from the same discipline, and a faculty member of the Honors Program council from the appropriate School or Division.

- (4) A maximum of 12 transfer credit hours in Honors courses will be accepted towards graduation from the Barry University Honors Program from students transferring from Honors Programs in other colleges or universities.
- (5) Honor students can continue in the program if they maintain a minimum GPA of 3.25 and/or are recommended by their advisor and chairperson.

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

### **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, computer science, 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 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 college credit.

### **ENTRY PROGRAM**

The Entry Program provides individualized instruction in basic English and Math 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 most is included within the usual 120 credit hours required for graduation. Students in the Entry program are granted regular admission into the University's Division of Academic and Instructional Services 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 that offers selected electives as well as Composition, Math, Critical Thinking and Orientation. English and Math placement depends on SAT scores and diagnostic testing.

### **THE UNDECIDED MAJOR**

Information about the undecided major is listed under Academic and Instructional Services.

### **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.

### **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 Degree Programs**

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 Communication Media, English, Health Care Ministry, Pastoral Ministry for Hispanics, Jewish Studies, Theology and University Studies; the M.S. degree is offered in Clinical Psychology, and Telecommunication Management.

The School of Business offers the Master of Business Administration (M.B.A.) degree, the Executive Master of Business Administration (M.B.A.) 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, Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Mental Health Counseling, Human Resources Development and Administration, Primary Education and Reading. Also, the Specialist in Education Degree (Ed.S.) is granted in Reading and in Counseling.

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree in Nursing Administration, Nursing Education, and Primary Care, Nurse Practitioner, and a dual degree option, M.S.N.-M.B.A.

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 Specialist in Education degrees (Ed.S.) in Computer Education; and the Master of Science degree in Computer Science and Master of Science in Computer Information Systems.

### **CHANGE OF MAJOR**

Since admission requirements vary from school to school, graduate students are asked to initiate a change of major through the Office of Graduate Admissions.

### **CLASS LOAD**

Full-time — 9 credit hours

Part-time — 1-8 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
Progress .....	PR	No credit awarded; it indicates progress but does not mean satisfactory completion; not computed in GPA.
No Credit .....	NC	No credit
***Incomplete .....	I	A grade not reported as completed within the time required by the school becomes an F.
Withdrew .....	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last 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.

\*To be in good academic standing a cumulative GPA of at least 3.0 is required.

\*\*The grade of "D" is not used in the School of Social Work or Podiatric Medicine.

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

## SCHOOL OF PODIATRIC MEDICINE

The official grading policy of the School of Podiatric Medicine differs from the above and may be found in its entirety under that heading.

# **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. A student entering these fields must possess certain attributes such as manual dexterity, reliability, moral character, and the ability to remain calm, courteous, and efficient under adverse conditions and stressful situations.

Barry offers a choice of four different “3 + 1” programs for those students seeking to meet the growing 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, 330, 334, 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—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. The University will grant 30 semester hours of credit for the internship program. At Mt. Sinai Hospital, course credit as-

signment 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 152; 6 semester hours of Mathematics; a minimum of 4 semester hours of Physics (PHY 151 or 201-202) 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, 330, 334, 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; a minimum of 4 semester hours of Physics (PHY 151 or 201-202); a minimum of 6 upper level semester hours of Psychology; 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, 330, 334, 341 and 450. Also required as part of the program are Chemistry 111, 112, 243 and 321; Mathematics 111, 211; a minimum of 4 semester hours of Physics (PHY 151 or 201-202); 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 35 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 and 330
3. Physiological and biochemical principles: Biology 321 or 334
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. In addition, 8 semester hours of Physics are required. Biology majors are required to participate in assessment testing for evaluation purposes. Biology majors (including the marine science track) are required to achieve a satisfactory score on the Graduate Record Examination or on the Medical College Admission Test, the Dental Aptitude Test, or other approved standardized pre-professional examination.

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 (Marine Science Track)**

Barry's undergraduate Biology program, with a concentration in Marine Sciences, provides students with the opportunity to prepare for a number of career goals. Possible alternatives include graduate study; teaching at the secondary level; opportunities in governmental agencies and utilities; as well as various careers in research.

49 credit hours in Biology are required for this major including Biology 112, 116, 320 and courses from the following core areas:

1. Growth and development: Biology 225
2. Cellular and molecular biology: Biology 325 and 330
3. Physiological and biochemical principles: Biology 335
4. Environmental and marine biology: Biology 305, 310 and 435

Students in the Marine Science track are recommended to take: Biology 340, 400 and 440 or 475, and must also fulfill the following Chemistry and Math requirements: Chemistry 111, 112, 243, and 321; Mathematics 109, 110, and 211. A satisfactory score on an approved, standardized, pre-professional examination is also required.

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

Barry provides an undergraduate biology program providing students with the opportunity to prepare for a number of career goals. Possible alternatives include teaching at elementary level, technical positions in laboratory and research centers; positions in business, industry, biological illustration, computer science and other areas requiring a biological background. Track I or Track II requirements may be chosen as listed.

##### **Track I**

40 credit hours in biology are required for this major including Biology 112, 116, 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 complete 12 additional semester hours of Biology electives.



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**

31 credit hours in biology are required for this major including Biology 112, 116 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 complete 4 additional semester hours of Biology electives.

Students in this program must include a minor in an approved area such as Business, Computer Science, Photography, Art, Telecommunications; 12 hours of Chemistry and 9 hours of Mathematics. Physics 151 is recommended.

### **Biology Minor**

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

### **Marine Science Minor**

A minor in Marine Sciences requires 20 hours in Biology including: Biology 112, 116, 225 and 330.

### **Other Divisional 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. Students must have demonstrated progressive achievement in Mathematics and Chemistry by the end of the freshman year to remain in the division.

### **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. (\$40 fee)
- 225 Comparative Anatomy (4)**  
Gross comparative vertebrate anatomy with laboratory, including dissection of 5 representative vertebrates. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent. (\$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. (\$45 fee)
- 245 Neuroanatomy (3)**  
A comprehensive study of the human nervous system and the central role it plays in the innervation of both thought and action.
- 247 Kinesiology**  
The study of biomechanical principles in the actions of muscles working together to produce movement, with emphasis on the compensatory movements that may occur when normal patterns are interrupted.
- 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. (\$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.
- 305 Introduction to Oceanography (3)**  
Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: Chemistry 111-112; Physics 201-202.
- 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)
- 320 Invertebrate Zoology (4)**  
Structure, classification, and embryology of the major invertebrate metazoan Phyla with emphasis upon the marine forms. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 116. (\$45 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 152 or 243. (\$45 fee)

**330 Cell Biology (4)**

Biological processes in plant and animal cells and appropriate examples from viruses and bacteria, with emphasis upon the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 112, 116 and 253 or 325; Chemistry 152 or 243 (\$45 fee)

**334 Human Physiology (4)**

Comprehensive study of the functioning of the major organ systems of the human. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 225 or 230, 330; Chemistry 243. (\$45 fee)

**335 Comparative Physiology (4)**

Comparative study of homeostatic mechanisms in animals with special emphasis on vertebrates. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 225; Chemistry 243. (\$45 fee)

**340 Aquatic Botany (4)**

An examination mainly of pelagic marine and shelf metaphyta, brackish estuary, and freshwater plants, with emphasis on the life cycle, identification and structure of algae. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 112. (\$45 fee)

**341 Genetics (4)**

Principles of heredity, from classical breeding experiments to current molecular and recombinant DNA techniques; emphasis on inheritance in virus, bacteria, *Drosophila* and humans. 3 hours lecture, 4 hours laboratory weekly. Prerequisites: BIO 112, 116; BIO 253 or 325; CHE 152 or 243 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.

**400 Marine Physiology (2)**

A study of the effects of exposure to increased pressure and other factors on the functioning of the various organ-system. Prerequisites: Biology 225 or 230 or 240.

**420 Summer Field Study (6)**

An opportunity for the student to work in the marine field for both individual and group projects. Prerequisite: 16 s.h. Biology coursework. (cost variable)

**435 Fisheries Biology (4)**

Ecology, dispersal and modes of life of fishes; Adaptations by larvae and adults to their environment; Economic aspects of fisheries. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: Biology 116. (\$45 fee)

**440 Evolution (3)**

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: Biology 112, 116, 230.

**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 (Semester hours will be arranged)**

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research; under direction of selected staff member MARC scholars follow a special research program. (\$30 fee)

## **OCCUPATIONAL THERAPY**

Occupational Therapy is a health care profession that uses "occupation," meaning purposeful activity, as a means of preventing, reducing or overcoming physical, social, and emotional disabilities in people of all ages.

This weekend program is specifically designed to enable the working certified occupational therapy assistant to become a licensed professional.

### **Admission Requirements**

Applicant must be a Certified Occupational Therapy Assistant (COTA) with an Associate of Arts or an Associate of Science degree; must have had no grade lower than a C in prerequisite and/or occupational therapy courses; and must have maintained an overall G.P.A. of 2.50 (on a four point scale). In addition, persons with work experience in the field will be given preference over those applicants lacking such experience.

### **Weekend Class Schedule**

This weekend program is built upon a modified trimester plan. Classes begin in the Fall and run every other weekend, for nine weekends. The Spring trimester begins in January and runs every other weekend, for nine weekends, until May. The Summer session runs for nine consecutive weekends in June and July.

During the Fall and spring trimesters, classes run from 9 a.m. to 5 p.m. on Saturday and Sunday, and the student may attain 9 credits by attending full time. In the Summer, classes run from 9 a.m. to 2:30 p.m. on Saturday and Sunday, and the student may attain up to 6 credits by attending full time.



## Program Requirements

Matriculating in the Academic Health Science Center, the student will be required to take 42 upper division credits in the Occupational Therapy Program, and up to 30 more credits in upper and lower division liberal arts coursework in order to fulfill the University's distribution requirements.

Already having associate degrees, students will be granted advanced standing of up to 64 credits, 18 of which can be for their COTA coursework. (Students with four years of college experience will receive additional credits as indicated by established university policy.)

## Prerequisites/Distribution

The only advanced standing prerequisite courses for the program will be neuroanatomy (BIO 245), kinesiology (BIO 247), and biomedical ethics (PHI 453); however, additional courses may be required in order to meet the distribution requirements of the University if the student is lacking those courses.

## Year One - Professional Program

Fall:	OTR 310 Overview of Occupational Therapy Practice (3)
	OTR 315 Childhood and Occupational Therapy Practice (6)
Spring:	OTR 320 Adolescence and Occupational Therapy Practice (6)
	OTR 325 Medical Science for Occupational Therapy Practice (3)
Summer:	OTR 330 Fieldwork in Occupational Therapy Practice - Pediatric (3)

## Year Two - Professional Program

Fall:	OTR 400 Adulthood and Occupational Therapy Practice (6)
	OTR 405 Advanced Treatment in Occupational Therapy Practice (3)
Spring:	OTR 410 Maturity and Occupational Therapy Practice (6)
	OTR 415 Synopsis of Occupational Therapy Practice (3)
Summer:	OTR 420 Fieldwork in Occupational Therapy Practice-Adult (3)

## Course Descriptions - Occupational Therapy Prefix: OTR

### OTR 310 Overview of Occupational Therapy Practice (3)

An exploration of the knowledge and theories regarding human development related to occupational therapy practice with emphasis on developing professional skills in activity analysis, treatment planning, and problem solving.

**OTR 315 Childhood and Occupational Therapy Practice (6)**

A study of the developmental stages of childhood; the most prevalent pediatric disorders; and the appropriate assessment and intervention strategies.

**OTR 320 Adolescence and Occupational Therapy Practice (6)**

A study of the multiple problems in the transition from childhood to adulthood; the most common causes of dysfunction in this age; and the appropriate assessment and intervention strategies.

**OTR 325 Medical Science and Occupational Therapy Practice (3)**

The study of significant disabilities and diseases most often encountered by the occupational therapist, their etiology, pathology, prognosis, and medical treatment.

**OTR 330 Fieldwork in Occupational Therapy Practice - Pediatric (3)**

Supervised fulltime internship in various approved agencies following the first year of professional course work. (At the student's request, may be taken after completion of all course work.)

**OTR 400 Adulthood and Occupational Therapy Practice (6)**

A study of the "passages" the adult must negotiate to attain maturity; the health related disorders commonly associated with this age; and the appropriate assessment and intervention strategies.

**OTR 405 Advanced Treatment Techniques in Occupational Therapy Practice (3)**

A practicum in the most current treatment modalities used in occupational therapy practice to ameliorate dysfunction and maximize adaptation in work, leisure, and self-help skills.

**OTR 410 Maturity and Occupational Therapy Practice (6)**

The study of the elements which contribute to the aging process; the disabilities associated with aging; and the appropriate assessment and intervention strategies.

**OTR 415 Synopsis of Occupational Therapy Practice (3)**

A study of the managerial skills and organizational knowledge essential to professional practice. Integrates professional training and reinforces professional competencies.

**OTR 420 Adult Fieldwork and Occupational Therapy Practice (3)**

Supervised fulltime internships in various approved agencies following the second year of course work.



# 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 Subject 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., Dean

## 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.

Other core courses serve the needs of those currently employed in the health care industry who seek advancement in their chosen professions. These same core courses also serve the need to "cross-train" those scientists with chemistry/physics backgrounds who wish to enter the biomedical field in industry.

## 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.

Students in the third track, i.e., the industrial track, would be required to take BMS 507, Basic Research Methodology; BMS 553a, 553g, Biomedical Ethics; BMS 570-572, Biochemistry and Lab; BMS 575, Immunology; BMS 602, 603 Histopathology; BMS 637 Biostatistics; BMS 675, Research.

The remaining hours may be selected from: BMS 608, Infectious Diseases; BMS 595 Physiology; BMS 620 Pharmacology; BMS 635 Nutrition.

### **Course Descriptions — Biomedical Sciences Prefix: BMS**

#### **507 Basic Research Methodology (2,3)**

Introduction to experimental design and statistical analysis. Same as PDY 507.

#### **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)**

Presentation of the normal microscopic structure of the human body. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and laboratory. 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.

#### **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 (5)**

Presentation of the morphologic and physiologic aspects of the nervous system. Clinical correlations are incorporated to emphasize the important anatomic structures and pathways. Lecture and lab. Prerequisite: PDY 590 and 570. Co-requisite: PDY 595. Same as PDY 555.

#### **570, 572 Biochemistry (3,3)**

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as PDY 570, 572.

#### **571 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. Two hours per week. Same as PDY 571.

#### **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.

**590 Gross Anatomy (6)**

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. Same as PDY 590.

**595 Physiology (3,4)**

Comprehensive study of systems physiology including musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and laboratory. Prerequisites: PDY 550 and PDY 570: Prerequisite or Corequisite: PDY 555, 572. Same as PDY 595.

**600, 601 Pathology (4, 2)**

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: BMS 550 for BMS 600 and BMS 600 for BMS 601. Same as PDY 600, 601.

**602, 603 Histopathology (4,3)**

A microscopic study of the human body, emphasizing integration of morphology with biochemical and physiologic processes. Basic principles of disease processes and mechanisms of healing. Prerequisite: BMS 570-572.

**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 and/or permission of instructor. Same as PDY 608.

**620 Pharmacology (3,5)**

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. Prerequisites: BMS 570, 572, and 595.

**635 Nutrition (2)**

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 (1)**

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.

**637 Biostatistics (3)**

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to health issues. Prerequisite: Algebra.

**545, 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.

**560, 675 Research (Credit not to exceed 6 s.h.)**

Research under the guidance of a faculty advisor.



### **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.
- A maximum of 6 s.h. will be permitted in transfer.

### **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.

# School of Podiatric Medicine

Chester A. Evans, D.P.M., F.A.C.F.S., Dean

## **PROGRAM**

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, ankle, and leg. A D.P.M. makes independent judgments, administers treatment, prescribes medications, and when necessary, performs surgery.

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.

## **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.



## **NON-DEGREE OPTION**

For those interested in taking courses for enrichment, a maximum of 16 graduate credits may be taken as a non-degree-seeking student.

## **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 Test 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.

### **ADMINISTRATIVE POLICIES AND PROCEDURES**

Students are responsible for compliance with the policies of the Barry University School of Podiatric Medicine (BUSPM). Since these policies are under constant scrutiny, the BUSPM reserves the right to change any provisions or requirements in this document at any time within the students' term of enrollment.

#### **Registration**

All students must complete the appropriate registration forms at the beginning of each semester. Students must consult with their advisor and obtain his/her signature (i.e. approval) on the form **BEFORE** it is turned into the Registrar/Business Office.

Students who fail to complete registration requirements within 21 working days of the first day of class, including appropriate financial arrangements with the Business Office, will **NOT** be permitted to attend classes, laboratories or clinical rotations/programs, take examinations or participate in any other activities of the School. The BUSPM will notify scholarship programs, banks providing government-subsidized loans, etc., when students cease to be appropriately registered.

#### **Drop-Add And Course Withdrawal**

A period of schedule adjustment (i.e. drop-add) is provided to students at the beginning of each semester. During this time, students may change their schedules with the **written approval of their advisor**. Students should realize that the Podiatry curriculum is intense, structured, and allows that only minor modifications may be made.

The published withdrawal deadline occurs approximately halfway into each semester. Students may withdraw from a course until this time without penalty. The student's transcript will show a "W" beside the course from which he/she has withdrawn. Consultation with the student's advisor and his/her signature is required for withdrawal. The future ramifications of withdrawal from a course are such that they may severely limit the number of courses a student may take in future semesters; many courses require "prerequisites." A student who withdraws from a class **AFTER** the graduate withdrawal deadline receives an F grade. Advisor's approval and signature are required in **any** case.



## **Transcripts**

Transcript request forms must be completed and signed by the student before official transcripts may be issued. These forms are available in the Registrar's Office. Copies of student transcripts are never released without written authorization from the student or, in the case of a governmental investigative agency, without a court order or subpoena. Students will be informed by the Registrar's Office should this occur. At the request of the Business Office, official transcripts will not be released to students (or other institutions) who have outstanding balances (i.e. a "hold" will be placed on transcripts/grades).

## **Incomplete ("I") Grades**

A grade of Incomplete ("I") indicates a failure to complete required work within the semester and implies the instructor's consent that the student may make up the work which is deficient. Before an I grade is issued, the I grade form should be completed and forwarded to the Dean. When the work is completed to the satisfaction of the instructor, the "I" grade will be changed to a letter grade. The instructor will forward the appropriate form for the grade change to the Dean for signature and then to the Registrar. Students, under special extenuating circumstances, (e.g. illness, leave of absence, etc.) may be granted an "Incomplete" in a course. A grade not reported as completed within the time required by the school becomes an F.

## **Reporting and Recording of Grades**

Semester grade reports are mailed by the Registrar to the address given by the student at the time of registration. A "hold" will be placed on the grades/transcripts of a student who has an outstanding balance owed to the University, as indicated by the Business Office. No grades/transcripts will be released by the BUSPM until such balances have been paid. Change of address notification is the responsibility of the student. Appropriate change of address forms are available from the Registrar's Office. The Registrar's Office does not record percentage scores for any course or test; it does, however, permanently record the letter grade earned by the student in every course he/she takes while in the BUSPM. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Attendance**

Attendance is **required** (i.e. mandatory) in **all** courses taken in the BUSPM, including lectures, laboratory sessions, clinical rotations and demonstrations. An instructor may, at his/her discretion include attendance (or the lack of it) as part of the grade a student receives while enrolled in a course. Students are responsible for all material and assignments covered in that particular course and all examinations including unannounced quizzes. Attendance at scheduled examinations is mandatory.

Attendance is mandatory for stated clinic hours when applicable. No student will be permitted to leave the clinic/hospital or arrive late. Attendance at **all** clinical rotations is mandatory and all absences **must** be made up (see Clinical Rotations). Requests for absences from a clinical rotation must be presented at least two weeks prior to the requested dates of the absence and it is the responsibility of the **student** to find someone willing to “cover” for him/her during the absence. Last minute requests will not be routinely honored. Students may be required to repeat an entire rotation if excessive absences occur.

### **Dishonesty Policy**

Cheating or plagiarism will not be tolerated within the School of Podiatric Medicine. A student who is caught either giving or receiving information or assistance during a testing session or examination will **automatically** receive the “F” grade and 0% on either the quiz or examination. The same consequence will apply on any proven case of plagiarism. Further, that individual(s) will be referred to the Dean for appropriate disciplinary action. Any student who is referred to the Dean for violation of this policy on two occasions will be dismissed from the University.

**Professional Conduct Code** (see Student Handbook)

### **Transfer Policy**

Candidates for advanced standing may transfer to the BUSPM from another School of Podiatry, after the first or second year. Students who were previously accepted into BUSPM need **not** reapply. All candidates must be in good academic standing at the previously attended College of Podiatric Medicine with a GPA of at least 3.00 (80%) with no failing grades except when the **entire** course has been successfully repeated. An application, current transcripts, (i.e., undergraduate, graduate, and MCAT scores) and a letter from the Academic Dean and/or Dean of Student Affairs should be included. Based on the candidate’s qualifications, the Admissions Committee may require additional credentials.

Transfer of students from Health Professional schools **other** than Colleges of Podiatric Medicine will be handled on an individual basis. A current official transcript, along with appropriate letters of recommendation, must be provided. In order to achieve advanced standing, students must have earned “B” or better in the transferred course. Students with “C” grades may transfer credit upon successful completion of a challenge exam. Junior and senior years (Clinical Experience) must be completed at BUSPM.

### **Financial Aid**

Loans, scholarships and other financial aid information is available through the Office of Financial Aid. It is the student’s responsibility to seek out that information.



### Academic Advising

Every student matriculating at BUSPM is assigned an academic advisor by the Dean. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Dean at the request of the student or faculty member. In the advising process at BUSPM students have certain responsibilities. They are:

1. To be aware of the educational objectives of the institution and observe them.
2. To comprehend the institution's criteria for evaluating student progress in all academic programs.
3. To fulfill the institution's standards for academic success and continuance in programs for graduation. The institution is under no obligation to grant a degree or keep the student enrolled in the program if he/she fails to maintain satisfactory academic progress.
4. To understand and complete all degree requirements for graduation that were published at the time the student matriculated.
5. To make his/her own academic decisions **after** consultation with the advisor. The advisor's role is to advise the student; the final decision must be made by the student.

### Dress Code

Professional attire and appearance are **required** in **both** the basic science courses and clinical rotations. Such attire consists of tailored slacks, shirt and tie for men and tailored slacks/skirt (knee length) for women. White lab coats must be worn by both men and women. Adherence to and compliance with the dress code will be monitored by the faculty and will comprise a portion of the instructor's evaluation of the student. Repeated violations of the dress code will be noted in the student's permanent file. In certain courses (e.g. Gross Anatomy, Lower Extremity Anatomy) dress code requirements may be waived at the instructor's discretion. Students should consult their instructor if any questions arise pertaining to appropriateness of attire.

### GRADING SCALE AND EXAMINATION POLICY

On September 2, 1986, the official grading policy (exclusive of clinical rotations) of Barry University School of Podiatric Medicine was amended to include the following:

A .....	90% - 100%
B .....	80% - 89%
C .....	70% - 79%
F.....	69% and below

Clinical rotations for these students will be graded according to the following scale:

A .....	3.5 and above
B .....	2.5 to 3.4
C .....	1.0 to 2.4
F.....	0.99 and below

Those podiatric students having matriculated before September 2, 1986, will continue under the original grading system:

A .....	90% - 100%
B .....	80% - 89%
C .....	70% - 79%
D .....	60% - 69%
F.....	59% and below

This policy change has been implemented in the interest of uniformity with the six other Colleges of Podiatric Medicine. It will facilitate transfers between colleges as well as enhance the opportunities for residency selection.

Satisfactory completion of ALL courses, rotations, exit examinations, and clinical requirements (see Clinical Rotations) are necessary for the student to graduate.

The type, content, and frequency of examinations will be determined prior to the beginning of each course by the faculty member directing the course. This information will be presented in writing to the students at the beginning of the course. In keeping with the policy of academic freedom, each faculty member reserves the right to determine the percentage of the final grade that is comprised of attendance, dress, attitude, professional behavior, examinations, quizzes, laboratory assignments, etc.

A test may be administered outside the scheduled examination period only when extenuating circumstances warrant it. The student must make **every possible** effort to notify the instructor **prior** to an examination for permission to reschedule the test.

BUSPM does **NOT** provide any re-evaluation mechanisms for failures on either an examination OR an entire course. Failed courses must be repeated in their entirety. Failure of any course that is repeated will lead to automatic suspension from the University.

#### **Academic Good Standing**

For a podiatry student to be considered to be in good standing academically, he/she must maintain both a semester average **and** a cumulative GPA of 2.00 with no unresolved "F" grades, and have no outstanding financial obligations to the BUSPM.

#### **Graduation Requirements**

All candidates for the degree of Doctor of Podiatric Medicine shall have:

- 1) Satisfactorily completed ALL basic science courses, clinical rotations/requirements, and externships/clerkship program requirements. Any grade deficiencies must have been removed.
- 2) Maintained acceptable professional standards (see Professional Conduct Code).
- 3) Fulfilled all responsibilities and financial obligations to the BUSPM.
- 4) Taken Part I and Part II of the examination of the National Board of Podiatric Medical Examiners.



- 5) During the fourth year each student must be an active participant in and/or present at a minimum of one Grand Round. ALL third year and (on-campus) fourth year students must attend all Grand Round presentations.
- 6) Been recommended by the faculty to the Board of Trustees for graduation.

Recommendation for the D.P.M. degree is a discretionary right residing with the faculty/administration, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the BUSPM and the students, guaranteeing that a degree will be conferred at any stated time, or at all.

#### **Academic Probation - Suspension**

Podiatry students with a semester **OR** cumulative grade point average below 2.00 (calculated utilizing a 0.0 to 4.0 scale) will be placed on academic probation. Students not in good standing will be periodically reviewed by the faculty student evaluation committee to determine eligibility to remain in the program. The Dean of the BUSPM may require a student on probation to register for a limited course load.

Probation will be lifted the following semester:

1. IF the student achieves a cumulative GPA of 2.00 or more

**OR**

2. IF the student has no grade below a C in subsequent courses taken.

If the above conditions are not met, the student will remain on probation.

A podiatry student will be **suspended** who does not achieve a minimal GPA of at least 1.0 in any one semester or a minimal GPA of 2.0 for two consecutive semesters.

A student on probation or with a cumulative GPA below 2.00 may not proceed into the clinical rotations of the third year.

Any podiatry student who fails one or more courses in a semester is eligible to repeat the course(s) the next semester that the course(s) is(are) offered. Failure of any course that is repeated will lead to automatic suspension from the University.

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 BUSPM to readmit a student following suspension.

Any podiatry student who withdraws from one or more courses in a semester is eligible to register for the withdrawn course(s) in the next semester it(they) is(are) offered. They may not register for any advanced course which explicitly requires the withdrawn course as a **pre-requisite**.

All first and second year course work must be successfully completed before entering the third year clinicals.

#### **ACADEMIC GRIEVANCE AND APPEALS PROCEDURE**

Students have the right to appeal any grade which they feel was unfairly arrived at with the appropriate faculty members. If informal discussions with the faculty member who issued the grade do not resolve the grievance/

appeal, then the student should present his or her grievance in writing to the Dean of BUSPM. The procedure for the final appeal is outlined in the Barry University Catalog and should be followed by the student.

### ACADEMIC CURRICULUM

The curriculum at BUSPM leading to the D.P.M. degree normally takes four years to complete. The first two years involve didactic classroom courses (many with laboratories) in the basic sciences (see below). The third and fourth years involve primarily, but not exclusively, clinical rotations through several local hospitals and the St. Francis - BUSPM Foot Care Center (see clinical rotations). Students must complete all requirements for the D.P.M. degree within seven (7) years of initial matriculation into the School of Podiatric Medicine. In general, 177 semester hours are required for graduation.

### BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE FOUR YEAR CURRICULUM

#### FIRST YEAR

FALL		SPRING	
*PDY 507 Basic Research Meth.	2 s.h.	PDY 508 Infectious Dis.	4 s.h.
PDY 525 Intro. to Podiatry	1 s.h.	PDY 553a Bioethics	1 s.h.
PDY 530 Bacteriology	3 s.h.	PDY 547 Neuroanatomy	2 s.h.
PDY 550 Histology	5 s.h.	PDY 557 Lower Ext. Anat.	3 s.h.
PDY 570 Biochemistry	3 s.h.	PDY 572 Biochemistry	3 s.h.
PDY 590 Gross Anatomy	6 s.h.	PDY 595 Physiology	5 s.h.
		*PDY 571 Biochemistry Lab	1 s.h.

\*Elective (May be taken during any first year semester.)

#### SECOND YEAR

SUMMER	
PDY 606 Functional Orthopedic I	2 s.h.
PDY 625 Lower Extremity Anatomy	5 s.h.
PDY 647 Neuroanatomy II	2 s.h.
PDY 653b Bioethics	1 s.h.
PDY 655 Immunology	3 s.h.
*PDY 665 Independent Study	1-3 s.h.
*PDY 675 Research	1-12 s.h.



**FALL**

PDY 600 Pathology	4 s.h.
PDY 605 Physical Diagnosis	2 s.h.
PDY 620 Pharmacology	3 s.h.
PDY 627 Functional Orthopedics II	2 s.h.
PDY 632 Podiatry Med. I	2 s.h.
PDY 635 Nutrition	2 s.h.
PDY 648 Introduction to Roentgenology	2 s.h.

**SPRING**

PDY 602 Pathology	2 s.h.
PDY 621 Clinical Pharm.	2 s.h.
PDY 629 Functional Orthopedics III	2 s.h.
PDY 634 Podiatric Medicine II	1 s.h.
PDY 640 Surgical Principles	2 s.h.
PDY 642 General Skeletal Radiology	2 s.h.
PDY 644 Dermatology	2 s.h.
PDY 650 Internal Medicine	2 s.h.
*PDY 665 Independent Study	1-3 s.h.
*PDY 675 Research	1-12 s.h.
*Elective (May be taken during any second year semester.)	

**THIRD YEAR****SUMMER**

PDY 700 Physical Medicine	1 s.h.
PDY 703 Anesthesiology	1 s.h.
PDY 705 Emergency & Traumatology I	2 s.h.
PDY 708 O.R. Protocol	1 s.h.
PDY 711 Podiatric Radiology I	2 s.h.
PDY 718 Rotating Clinical Externships	7 s.h.

**FALL**

PDY 706 Emergency & Traumatology II	2 s.h.
PDY 713 Podiatric Surgery I	4 s.h.
PDY 715 Podiatric Medicine III	2 s.h.
PDY 717 Biomechanics and Foot Function	2 s.h.
PDY 719 Rotating Clinical Externships	7 s.h.

**SPRING**

PDY 707 Emergency & Traumatology III	2 s.h.
PDY 714 Podiatric Surgery II	4 s.h.
PDY 716 Podiatric Medicine IV	2 s.h.
*PDY 722 Cadaver Surgery	2 s.h.
PDY 736 Biostats and Public Health	1 s.h.
PDY 738 Podopediatrics	3 s.h.
PDY 720 Rotating Clinical Externships	7 s.h.
*PDY 765 Independent Study	1-3 s.h.
*PDY 775 Research	1-12 s.h.
*Elective (may be taken during any third year semester.)	

## FOURTH YEAR

### Block I (Didactic) - 4 months

PDY 802 Podiatric Medicine Seminar	1 s.h.
PDY 806 Library Research Paper	1 s.h.
PDY 813 Risk Management	1 s.h.
PDY 815 Orthopedic Seminar	1 s.h.
PDY 823 Surgical Seminar	1 s.h.
PDY 825 Practice Management	1 s.h.
PDY 826 Sports Med.	2 s.h.
PDY 829 Clinical and Geriatric Ethics	2 s.h.
PDY 831 Community and Minority Med.	1 s.h.
PDY 809 Rotating Clinical Externships	7 s.h.
*PDY 865 Independent Study	1-3 s.h.
*PDY 875 Research	1-12 s.h.
*PDY 819 Communication Skills	1 s.h.

### Block II (Hospital Rotations) - 3 months

PDY 820 Hospital Rotation I	4 s.h.
PDY 821 Hospital Rotation II	4 s.h.
PDY 822 Hospital Rotation III	4 s.h.

### Block III (Externship Programs) - 4 months

PDY 832 Externship I	4 s.h.
PDY 833 Externship II	4 s.h.
PDY 834 Externship III	4 s.h.
PDY 835 Externship IV	4 s.h.

\*Elective (may be taken during any fourth year block)

## BUSPM FIVE YEAR CURRICULUM

Certain students, at the discretion of the BUSPM Admissions Committee may be required and/or may personally choose to matriculate directly into the 5 year program. In addition, four year students (due to withdrawals or failure(s) in their first or second years **or** other extenuating circumstances) may choose **OR** be required by the Dean to take a reduced number of courses during their first and second years.

Please realize that the particular five year curriculum listed below is **illustrative**; intended to serve as a typical example. Each student enrolled in the 5 year program will, with the advice and approval of his/her advisor, develop a custom-tailored program designed to meet that particular individual's needs and abilities.

Students enrolled in this "Five Year Program" (either by choice or necessity) will ultimately pay the same amount of tuition as four year students, although additional tuition payments for repeated or withdrawn courses will be required. In **BOTH** cases (i.e. four **and** five year programs) every effort will be made so that students will be enrolled in sufficient courses to be considered full-time students for financial aid purposes (i.e. student loans).



**BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE  
SAMPLE FIVE YEAR CURRICULUM**

**FIRST YEAR**

**FALL**

PDY 570 Biochemistry 3 s.h.  
PDY 590 Gross Anatomy 6 s.h.

**SPRING**

PDY 547 Neuroanatomy 2 s.h.  
PDY 553a Bioethics 1 s.h.  
PDY 572 Biochemistry 3 s.h.  
PDY 557 Lower Ext. Anat. 3 s.h.

**SUMMER**

PDY 606 Functional Ortho. I 2 s.h.  
PDY 625 Lower Extremity Anatomy 3 s.h.  
PDY 653 Bioethics 1 s.h.  
PDY 647 Neuroanatomy II 2 s.h.

**SECOND YEAR**

**FALL**

PDY 525 Intro. to Podiatry 1 s.h.  
PDY 530 Bacteriology 3 s.h.  
PDY 550 Histology 5 s.h.

**SPRING**

PDY 508 Infectious Dis. 4 s.h.  
PDY 595 Physiology 5 s.h.

**THIRD YEAR**

**SUMMER**

PDY 610 Clinical Neurology 2 s.h.  
PDY 615 Emergency Medicine I 1 s.h.  
PDY 655 Immunology 3 s.h.

**FALL**

PDY 600 Pathology 4 s.h.  
PDY 605 Physical Diagnosis 2 s.h.  
PDY 620 Pharmacology 3 s.h.  
PDY 627 Functional Orthopedics II 2 s.h.  
PDY 635 Nutrition 2 s.h.  
PDY 632 Pod. Med. I 2 s.h.  
PDY 648 Introduction to Roentgenology 2 s.h.

**SPRING**

PDY 602 Pathology 2 s.h.  
PDY 621 Clinical Pharm. 2 s.h.  
PDY 629 Functional Orthopedics III 2 s.h.  
PDY 634 Podiatric Medicine II 3 s.h.  
PDY 640 Surgical Principles 2 s.h.  
PDY 642 General Skeletal Radiology 2 s.h.  
PDY 644 Dermatology 2 s.h.  
PDY 650 Internal Medicine 2 s.h.

## FOURTH YEAR

### SUMMER

PDY 700 Physical Medicine	1 s.h.
PDY 703 Anesthesiology	1 s.h.
PDY 705 Emergency & Traumatology I	2 s.h.
PDY 708 O.R. Protocol	1 s.h.
PDY 711 Podiatric Radiology I	2 s.h.
PDY 718 Rotating Clinical Externships	7 s.h.

### FALL

PDY 706 Emergency & Traumatology II	2 s.h.
PDY 713 Podiatric Surgery I	4 s.h.
PDY 715 Podiatric Med. III	2 s.h.
PDY 717 Biomechanics and Foot Function	2 s.h.
PDY 719 Rotating Clinical Externships	7 s.h.

### SPRING

PDY 707 Emergency & Traumatology III	2 s.h.
PDY 714 Podiatric Surgery II	4 s.h.
PDY 716 Podiatric Medicine IV	2 s.h.
*PDY 722 Cadaver Surgery	2 s.h.
PDY 736 Biostats/Public Health	1 s.h.
PDY 738 Podopediatrics	3 s.h.
PDY 720 Rotating Clinical Externships	7 s.h.

## FIFTH YEAR

### Block I (Didactic) - 4 months

PDY 802 Podiatric Medicine Seminar	1 s.h.
PDY 806 Library Research Paper	1 s.h.
PDY 813 Risk Management	1 s.h.
PDY 815 Orthopedic Seminar	1 s.h.
PDY 823 Surgical Seminar	1 s.h.
PDY 825 Practice Management	1 s.h.
PDY 826 Sports Medicine	1 s.h.
PDY 829 Clinical and Geriatric Ethics	2 s.h.
PDY 831 Community and Minority Medicine	1 s.h.
PDY 809 Rotating Clinical Externships	7 s.h.
*PDY 865 Independent Study	1-3 s.h.
*PDY 875 Research	1-12 s.h.
*PDY 819 Communication Skills	1 s.h.

### Block II (Hospital Rotations) - 3 months

PDY 820 Hospital Rotation I	4 s.h.
PDY 821 Hospital Rotation II	4 s.h.
PDY 822 Hospital Rotation III	4 s.h.

### Block III (Externship Programs) - 4 months

PDY 832 Externship I	4 s.h.
PDY 833 Externship II	4 s.h.
PDY 834 Externship III	4 s.h.
PDY 835 Externship IV	4 s.h.

\*Elective (may be taken during any fifth year block)



## CLINICAL ROTATIONS

Participation in the Clinical Rotations is contingent upon successful completion of all the coursework of the first and second years.

Treating patients in the Clinical as well as Hospital-based setting is a privilege. Attendance is mandatory. Unexcused absences from a clinical rotation must be made up during vacation time. Four or more unexcused absences will result in failure of the clinical rotation. Students may NOT change, alter, or rearrange their clinical rotation schedule without prior approval of the Assistant Dean of Clinics.

The Dress Code is absolute; cleaned and pressed white jackets and tailored slacks, shirt and tie for men, white jackets and tailored slacks or skirts (knee length) and collared blouse for women.

Any student who is removed from a clinical or hospital rotation due to improper dress code, behavior, or other violation of the Student Clinical Manual may be placed on probation. If there is reoccurrence of the violation, action may be taken by the Dean resulting in failure of the rotation and/or possible suspension from the School of Podiatric Medicine.

Professional attitude, motivation, maturity, poise, capacity to accept and respond to criticism and peers are judged. Additionally, manual dexterity, diagnostic acumen, completeness and accuracy of charting and documentation will be graded.

The externs at the completion of their rotation should be familiar with:

- a. Eliciting an appropriate podiatric history.
- b. Performing an appropriate podiatric physical examination.
- c. Identifying, comprehending and applying therapeutic regimes for those disorders/diseases that are intrinsic to the foot.
- d. Comprehending and applying perioperative podiatric care.
- e. Comprehending and applying basic surgical techniques.
- f. Comprehending the complications in foot surgery and applying therapeutic principles in their prevention and management.
- g. Comprehending the problems of aging and applying the appropriate therapeutic regime.
- h. Comprehending the levels of podiatric problems (primary, secondary and tertiary) and offering the appropriate therapeutic regime.
- i. Recognizing the team concept of care and comprehending the podiatrist's role in the total health care of the patient.

At the end of rotation each extern will be evaluated by the mechanism as established by the BUSPM. Failure to successfully complete third year clinical rotations and exit examinations will prevent advancement into the Fourth Year. Additionally, failure of any didactic classroom coursework of the third year precludes passage into the senior year. Failed courses, as well as failed rotations must be repeated in their entirety. Successful completion of the fourth year Senior clinical exit examination is required for graduation.

**No make-up exams will be given in cases of Failure.**

## Course Descriptions — Podiatry Prefix: PDY

### **507 Basic Research Methodology (2,3)**

Introduction to experimental design and statistical analysis. Same as BMS 507.

### **508 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 and/or permission of instructor. Same as BMS 608.

### **525-526 Introduction to Podiatry (2,1)**

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.

### **547, 647 Neuroanatomy (2) (2)**

Presentation of the morphologic and physiologic aspects of the nervous system. Clinical correlations are incorporated to emphasize the important anatomic structures and pathways. Lecture and lab. Prerequisite: PDY 590 and 570. Co-requisite: PDY 595. Same as BMS 555.

### **550 Histology (5)**

Presentation of the normal microscopic structure of the human body. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and Laboratory. 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.

### **557, 625 Lower Extremity Anatomy (3) (3)**

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. Prerequisite: PDY 590 or permission of course director.

### **565, 665, 765 Independent Study (1-3)**

Opportunity for extensive study in areas of special interest to the student. Prerequisite: permission of the Dean.

### **570, 572 Biochemistry (3,3)**

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS 570, 572.

### **571 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. Two hours per week.

### **590 Gross Anatomy (6)**

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. Lecture and lab. Same as BMS 590.

### **595 Physiology (5)**

Comprehensive study of systems physiology including musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and lab. Prerequisites: PDY 550 and PDY 570. Prerequisite or Corequisite: PDY 555 and 572. Same as BMS 595.

### **600, 601 Pathology (4,2)**

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: PDY 550 for PDY 600; and PDY 600 for PDY 601. Same as BMS 600, 601.



**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 Functional Orthopedics I (2)**

Introduction to the study of the functional anatomy of the lower extremities. Physical and mechanical principles as applied to the development and functions of the lower extremities studied in depth. Covers joint reactive forces, functional adaptation of bone, and detailed functional anatomy of the hip and thigh.

**620, 621 Pharmacology - Clinical Pharmacology (3) (2)**

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. Prerequisites: PDY 570, 572 and 595.

**627 Functional Orthopedics II (2)**

In depth study of functional anatomy and ontogenesis of the leg and foot. Concepts of lower extremity normalcy and compensation for structural defects. Prerequisite: PDY 606.

**629 Functional Orthopedics III (2)**

Pathomechanics of hypermobility as well as its clinical and x-ray signs. Correlation of X-Ray findings to structure and function. In depth study of developmental and congenital problems of the foot, their recognition, classification and treatment. Extrinsic influences on foot function. Comprehensive analysis of normal gait. Biochemical examination and functional casting for orthotics. Prerequisites: PDY 606, 627.

**632, 634 Podiatric Medicine I, II (2) (3)**

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

**635 Nutrition (2)**

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.

**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.

**648 Introduction to Roentgenology (2)**

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

**650 Internal Medicine (1)**

Presentation of basic principles of medicine.

**653b 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.

**655 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.

**675, 775 Research (credit not to exceed 12 s.h.)**

Research under guidance of faculty advisor.

**700 Physical Medicine (1)**

The various modalities of Physical Medicine will be presented with special emphasis on lower extremity palliative and therapeutic care.

**703 Anesthesiology (1)**

The types, techniques, methods and complications of regional, local, and general anesthesia will be explored. The student will be introduced to related patient problems in the perioperative period as well as pre-operative considerations for surgery. Prerequisite: PDY 620.

**705 Emergency & Traumatology I (2)**

Basic and Advanced Cardiac Life Support mechanisms as defined by the American Heart Association will be presented. Additionally, non-cardiac emergencies and routine trauma will be discussed. Prerequisite: PDY 615, 618.

**706 Emergency & Traumatology II (2)**

Lower extremity traumatology will be discussed. Basic principles of wound healing, prevention and management of infection, specific applications for forefoot trauma are stressed. Prerequisite: PDY 705.

**707 Emergency & Traumatology III (2)**

Management of rear foot trauma, fracture complications, closed and open reduction are described. Prerequisite: PDY 706.

**708 O.R. Protocol (1)**

An introduction to the basic principles of operating room technique. Surgical instrumentation, methods of sterilization, principles of sterile technique, and charting and documentation will be emphasized.

**711 Podiatric Radiology I (2)**

Class instruction in diagnostic findings in the foot. Pathophysiology will be discussed to support the radiographic changes seen in the foot as it relates to certain disease entities. Prerequisite: PDY 648.

**713 Podiatric Surgery I (4)**

Fundamental concepts of forefoot and soft tissue surgery of the foot and ankle are presented. Prerequisite: PDY 640, 646.

**714 Podiatric Surgery II (4)**

Fundamental concepts of rearfoot and reconstructive surgery of the foot and ankle are presented. Pre-requisite: PDY 713.

**715, 716 Podiatric Medicine III, IV (2) (2)**

Disorders, both systemic and localized, are presented according to the body system involved; i.e., musculoskeletal, dermatologic, vascular and neurologic. Pedal clues toward the recognition of systemic disease are emphasized. Prerequisite: PDY 634.

**717 Biomechanics of Foot Function (2)**

Advanced studies in foot function with emphasis on biomechanical comprehension and orthotic correction of foot/lower extremity deformity. Prerequisite: PDY 629.

**718, 719, 720 Rotating Clinical Externships (7)**

Students will rotate through the Barry-St. Francis Foot Care Center, St. Francis Hospital, Mt. Sinai Medical Center, Southeastern Medical Center and the Miami V.A. Hospital. Signs and symptoms of disease entities affecting the foot and lower extremity, hands-on palliative care and patient management as well as competency-based exposure to the operating room and podiatric surgery are stressed. Students will be evaluated in terms of knowledge, attitude and motivation as well as clinical skills. Prerequisites: Successful completion of all courses of the first and second years.

**722 Cadaver Surgery (2)**

Surgical techniques including proper placement of skin incisions, simple suturing, tenotomies, tendon slides, nail matrix resections, dissection and reapproximation in layers are skills which must be mastered. Knowledge of instruments, suture materials, needles, and surgical anatomy is paramount. Prerequisite: PDY 713. Elective.

**736 Biostatistics and Public Health (1)**

Introduction to biostatistical methods and theoretical distributions of data. Epidemiological concepts include population dynamics, trends in diseases and disorders, rates, screening, and public health programs. Same as BMS 636.

**738 Podopediatrics (3)**

General survey of growth and development of children with emphasis on the lower extremities; concentrating upon history and physical examination, diagnosis, treatment, and prognosis of Podiatric disorders. Prerequisites: PDY 606, 627, 629.

**802 Podiatric Medical Seminar (1)**

By utilizing clinical case presentations, students will review and apply principles of Podiatric Medicine presented during the first three years of training.



**806 Library Research Paper (1)**

This paper is required for Senior students and serves to develop skills in literature review and presentation.

**809 Clinical Externships (7)**

In addition to participation in scheduled clinical rotations, students on a rotating basis will be responsible for monthly Case Presentation Correlations during Grand Rounds.

**813 Risk Management (1)**

This course addresses both the medical and legal aspects of Podiatric Medicine. Appropriate charting, record keeping, documentation of patient progress, and complications are discussed. Patient/physician relationships are reinforced with malpractice principles, ethics, and medical jurisprudence.

**815 Orthopedic Seminar (1)**

Via clinical presentations, students will review and apply principles of Orthopedics and Biomechanics presented during the first three years of training.

**819 Communication Skills (1)**

This course emphasizes communication skills necessary for physicians to inter-relate with their patients on an understanding and empathetic level. An additional goal is to improve interaction with community members and other physicians.

**820, 821, 822 Hospital Rotations (4)**

Students will rotate through St. Francis Hospital in various hospital services including radiology, anesthesia, physical medicine, emergency medicine, pathology and vascular lab.

**823 Surgical Seminar (1)**

Students will review and apply basic and advanced principles of Podiatric Surgery via clinical case presentations. Prerequisite: PDY 714, 722.

**825 Practice Management (1)**

This course will examine the administrative details of running a private practice. Preparing a banker's loan proposal, floor planning, ordering of office inventory/supplies, hiring of personnel, payroll, billing and collections, insurance, financial planning, advertising, and competition in the healthcare marketplace will be discussed.

**826 Sports Medicine (2)**

Comprehensive review of common sports injuries with discussion of mechanisms, prognosis, treatment and rehabilitation. Prerequisite: PDY 638.

**829 Clinical and Geriatric Ethics (2)**

Study of issues involving confidentiality, competence, interprofessional relations, and other ethical issues concerning the elderly and community practice will be discussed.

**831 Community and Minority Medicine (1)**

Review of the public health issues in the community as well as those specific medical problems affecting particular minority groups.

**832, 833, 834, 835 Externship Programs (4)**

Students will be assigned to rotations at private or hospital externship programs throughout the United States in order to increase exposure to post-graduate programs and private practice.

**865 Advanced Independent Study (1-3)**

The purpose of this course is to develop within the student an appreciation for research as well as its importance in medical education. Hypothesis development, scientific method in data collection, methods of double blind study, and data analysis are presented.

**875 Advanced Research (1-12)**

Students will conduct research based upon a format/hypothesis developed in PDY 865. The ultimate goal of this course is publication-quality literature under the supervision of a faculty member.

# Academic and Instructional Services

Mary Eileen McDonough, Ed.D., Dean

The Division of Academic and Instructional Services advises students in the **Undecided** major as well as the **Cross Cultural Program**, and the **Entry Program**. This office is also responsible for the BEC Program, the Learning Center, the Study Abroad Program, the CLAST Test, Placement Testing for new students, and the academic eligibility of student athletes.

## **CROSS CULTURAL PROGRAM**

The courses are bi-cultural in content and include credits in English, Social Sciences, and Philosophy. After successful completion of the Program, students are prepared to continue in their selected majors.

The English courses for international students are not English-as-a-second language courses. They are college-level classes in reading and writing designed to give non-native students language skills equivalent to those of North American freshmen. Students receive individual attention as well as tutoring sessions when needed.

While learning the language, students will fulfill graduation requirements in the two cross cultural courses. These courses will be taught in English but they will compare the social, philosophical, and historical values of the United States and Hispanic America.

After their first year, students will have earned credits in fulfillment of graduation requirements and will have attained the language proficiency to continue in their chosen major. Students admitted to the University under the Cross Cultural Program will be referred to an appropriate departmental advisor following successful completion of ENG 111, ENG 112, College Level Math, and the achievement of a minimum g.p.a. of 2.00.

This flexible program can be adapted to needs of individual students.



The courses are shown below:

- ENG 103 a/b Basic English: Composition/Reading
- ENG 111/112 Freshman Composition and Techniques of Research
- HIS 111/112 The Americas: A Comparative Study I, II
- ORI 100 Freshman Seminar
- PHI 122/123 Thought of Spain and the Americas I, II
- SPEECH 101 Fundamentals of Speech

All courses will be taught in English.

### **ENTRY PROGRAM**

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 offers selected electives as well as Composition, Math, Orientation and Speech. English and Math placement depends on SAT scores and diagnostic testing. The courses of study in either case are shown below:

#### **ONE SEMESTER SESSION**

- ENG 103a/b Basic English: Composition/Reading
- ENG 111 Freshman Composition
- ENG 112 Tech. of Research
- Math Mathematics (by placement score)
- ORI 100 Freshman Seminar
- PHI 120 Critical Thinking
- SPEECH Speech and/or Elective

Dr. Eileen McDonough coordinates the Entry Program and serves as academic advisor to students in the Program. Students admitted to the University under the Entry Program will be referred to an appropriate departmental advisor following successful completion of ENG 111, ENG 112, College level Math and the achievement of a minimum g.p.a. of 2.00.

### **STUDY ABROAD PROGRAMS**

Barry University offers a Summer Program at Manchester College of Oxford University. Oxford is one of the world's oldest universities famous for its tutor - student method of individualized instruction. Courses are taught by Barry faculty on site at Manchester College, and some classes are supplemented by Oxford faculty lectures and cultural outings. Three courses are offered each Summer. Students can choose a maximum of two. The academic program seeks to provide a balance between supervised study, cultural experiences and recreation.

A second Study Abroad Program is offered in Europe. Courses offered include international business and economics. These courses are based on classroom lectures as well as a rich schedule of professional visits including on-site guest lectures. The program in Summer 1989 included travel to Madrid, Paris, Geneva, Milan and Barcelona.

The Director of Study Abroad is Dr. M. Eileen McDonough, Dean, Academic and Instructional Services.

### **THE UNDECIDED MAJOR**

Many students entering the University have chosen a major. However, most students have not. Research indicates that over 60% of all college freshmen change their minds about their major and their career aspirations at least once during their undergraduate years.

A liberal education is designed to provide the student with a broad general knowledge that can be channeled in many directions. Its primary purpose is to assist in building and broadening certain fundamental skills. These skills should include above all, the ability to write intelligently, to analyze and solve problems, to digest and understand a diverse range of data and to communicate effectively. Acquisition of these skills is critical to academic programs. These skills will also arm the student with the ability to understand and assume an active role in our complex society. Finally, the skills of a liberally educated individual will provide the most valuable commodity in our ever-changing job market flexibility. In the short time the student is pursuing his/her college education, some jobs will cease to exist and others will be created by technological and economic change. The student will be able to express himself or herself clearly and concisely through both written and verbal mediums and be able to identify problems and to determine solutions logically and creatively. As a liberal arts graduate, the student will be able to convert these skills into many viable jobs.

First these skills must be acquired, and therein lies the importance of good program planning. An academic schedule is as strong or weak, as challenging or repetitive as the student makes it. Freshman year is begun by concentrating on basic skills—English composition, math or computer science or logic, and foreign language. Verbal and analytical literacy are threaded through the entire four year program by taking philosophy, history, physical and biological sciences. The student should not be afraid to experiment with new areas of knowledge simply because of lack of exposure. The student should talk to the faculty, talk to academic advisers, and draw from the richness of their educational and personal experiences. Descriptions and course offerings of each department appear in the Catalog. An informed decision should be made about each course, each semester. A career and academic major will come into focus.

### **LANGUAGE INSTITUTE FOR ENGLISH (LIFE)**

Barry University offers an intensive and comprehensive English language program with the Language Institute for English, a division of Berlitz International. The program is offered in four week sessions with nine basic levels of instruction. Gary Markowitz is Director of the LIFE Program.



# 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  
Patricia D. LaBahn, Ph.D., Associate Dean  
Joe L. Palmer, Ph.D., Associate Dean

The degree 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. To allow students to complete a degree program at an accelerated pace, four ten-week terms are scheduled in which classes are taught during the day, in the evening, and on weekends.

Students must meet the same graduation requirements as other Barry University students, including successful completion of at least 120 semester credits. 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 educational 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 the Bachelor of Liberal Studies degree and the Bachelor of Professional Studies degree if the student can document professional development/competence in a portfolio. The amount of credit 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 (B.S.) with majors in:
  - Accounting
  - Management

## **ADMISSION INFORMATION**

Application for admission to Barry University's School of Adult and Continuing Education is a process separate from the registration process and must be completed prior to course registration.

Students intending to pursue the Bachelor of Professional Studies degree or Bachelor of Liberal Studies degree must submit a portfolio as part of the degree requirements. Students must have a minimum of five years of full-time professional work experience upon submission of the portfolio.

## **ADMISSION REQUIREMENTS**

Requirements and Procedures for Full Acceptance:

1. Interview with an Academic Counselor/Coordinator;
2. Submit a completed application form with appropriate application fee;
3. Provide two official transcripts of credits taken at all colleges attended and, if applicable, CLEP, DANTEs transcripts, or, if less than 12 hours of college credit has been earned, provide two official transcripts indicating graduation from high school or G.E.D.
4. Achieve a 2.00 cumulative grade point average or better in all previous academic work.

Two official transcripts must be mailed directly from each issuing institution to Barry University's School of Adult and Continuing Education.

### **Criteria for Provisional Acceptance**

Provisional acceptance is extended to those whose transcripts reflect less than a 2.00 cumulative grade point average at the time of application. A student enrolling under this option is limited to twelve credits in which a minimum cumulative grade point average of 2.00 must be achieved at Barry University. Upon successful completion of 12 credits with a cumulative grade point average of at least 2.0 at Barry, full acceptance will be granted.

Those who are unable to complete the admission requirements (See Requirements and Procedures for Full Acceptance) at the time of application are limited to twelve credit hours at Barry University. To enroll in additional coursework, the student must submit all required credentials before subsequent enrollment.

### **BACHELOR OF PROFESSIONAL STUDIES (B.P.S)**

The Bachelor of Professional Studies degree program is 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 experience.

Students pursuing the Bachelor of Professional Studies degree must submit a portfolio as part of the degree requirement.



The portfolio is comprised of three major components: a chronological resume, an autobiographical work history and documentation.

Prior to writing the portfolio, the student must attend a portfolio seminar. The portfolio may be presented

1. upon successful completion of 15 credit hours at Barry University, and
2. when the student can document a minimum of five years of full-time professional work experience.

The portfolio must be submitted at least 20 weeks prior to the student's anticipated date of degree completion.

The criteria used to assess college-level learning acquired through professional work experience include the nature and extent of supervisory, organizational, and managerial abilities. In-service training and seminars which enhance these abilities are considered. Also included in the criteria is evidence of creativity, initiative, interpersonal skills and community involvement.

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight to ten weeks after it is submitted. Upon evaluation, the student will be notified by the Dean of the credits awarded. At that time the student will be required to pay the appropriate fee.

Distribution Requirements .....45 credits  
Professional Experience ..... up to 60 credits  
Electives ..... Variable  
(Students may select courses in any subject area.)

Area of Concentration (optional) .....21 credits

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

Banking	Telecommunication
Computer Information Systems Management	Business (combination of approved courses)
Human Resource Development	Social Welfare

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 LIBERAL STUDIES (B.L.S.)

The Bachelor of Liberal Studies degree program is designed to recognize college-level learning acquired through professional work experience. The portfolio provides the mechanism for translating those documented learning 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 experience.

Students pursuing the Bachelor of Liberal Studies degree must submit a portfolio as part of the degree requirement.

The portfolio is comprised of three major components: a chronological resume, an autobiographical work history, and documentation.

Prior to writing the portfolio, the student must attend a portfolio seminar. the portfolio may be presented

1. upon successful completion of 15 credit hours at Barry university, and
2. when the student can document a minimum of five years of full-time professional work experience.

The portfolio must be submitted at least 20 weeks prior to the student's anticipated date of degree completion.

The criteria used to assess college-level learning acquired through professional work experience include the nature and extent of supervisory, organizational, and managerial abilities. In-service training and seminars which enhance these abilities are considered. Also included in the criteria is evidence of creativity, initiative, interpersonal skills and community involvement.

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight to ten weeks after it is submitted. Upon evaluation, the student will be notified by the Dean of the credits awarded. At that time the student will be required to pay the appropriate fee.

Distribution Requirements .....45 credits  
Professional Experience ..... up to 60 credits  
Electives ..... Variable  
(Students may select courses in any subject area.)

Area of Concentration (optional) .....21 credits

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

Humanities .....Combination of Art, English, Philosophy,  
Theology, Humanities, Speech, Theater,  
Language, and Music  
Social Sciences .. Combination of Geography, History, Political Sci-  
ence, Economics  
Behavioral Sciences .....Combination of Anthropology, Psychology,  
Criminal Justice and Sociology



## **BACHELOR OF SCIENCE (B.S.)**

A Bachelor of Science degree with a major in Accounting or Management is available through the School of Adult and Continuing Education. 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 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 credit)**

- ACC 201 Principles of Accounting I (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)**

- CIS 180 Introduction to Computers (3)
- MAT 152 Elementary Probability and Statistics (3)
- MGT 209 Quantitative Analysis fo Decisions-Making (3)
- MGT 400 Management Information System (3)

**OFF CAMPUS LOCATIONS:**

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

**Office Location:**

Adult Education Building  
11415 N.E. 2nd Avenue  
Miami, FL 33161

**Mailing Address:**

Barry University  
11300 N.E. 2nd Avenue  
Miami, FL 33161

**Telephone Numbers:**

(305) 899-0195  
Toll Free No. 1-800-842-1000

**Main Office Hours:**

8:30 A.M. - 6:00 P.M.  
Monday - Friday

**Homestead Air Force Base**

Education Center  
Building 670 Room 120  
Homestead, FL 33039  
Telephone: 257-3737

**South Broward County**

Atrium Executive Center  
Suite I-K  
4801 S. University Drive  
Davie, FL 33328  
Telephone: 948-3689 (Dade)  
434-8858 (Broward)

**Broward and Palm Beach Counties**

8177 West Glades Road  
Suite 217  
Boca Raton, FL 33434  
Telephone: 487-9230  
426-0100

9121 North Military Trail  
Palm Beach Gardens, FL 33418  
Telephone: 622-9300

**Indian River Community College Offices**

3209 Virginia Avenue  
Fort Pierce, FL 33450  
Telephone: 468-6294

**IRCC - Stuart**

Chastain Center  
Telephone: 288-1555

**IRCC - Vero Beach**

Mueller Center  
Telephone: 231-7879

**Brevard County**

Space Office Center, #30  
1127 S. Patrick Drive  
Satellite Beach, FL 32937  
Telephone: (407) 777-4590

**Collier County**

Castello Square  
5051 Castello Drive  
Suite 209  
Naples, FL 33940  
Telephone: (813) 649-7557



## **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.

## **THE LEGAL ASSISTANT INSTITUTE**

The Legal Assistant Institute was created eleven years ago to provide training in South Florida for the paralegal or legal assistant working under the supervision of a lawyer. Since then, the need for legal assistants has grown so rapidly that according to the Department of Labor Statistics of the United States Census Bureau, by 1990 the number of legal assistants will have grown by 103%. Legal Assistants assume paralegal responsibilities as skilled members of a legal team in law firms, banks, savings and loan associations, and insurance and governmental agencies. Their responsibilities cover a diverse range from legal research to office administration. The Institute offers three programs: the Certificate Program, the Internship Program and the Advanced Program.

The Certificate Program is a twelve-month program consisting of ten courses which include: Introduction to Law, Contracts, Legal Research, Legal Writing, Litigation, Business Associations, Real Estate and Real Estate Finance, Criminal Law, Estate Planning and Debtor-Creditor Relations. After the successful completion of 345 classroom hours, a Certificate of Achievement is awarded, qualifying the student to obtain employment as a Legal Assistant. The Institute has graduated an increasing number of Legal Assistants who have passed the National Certified Legal Assistant Exam and who have also



been hired by some of South Florida's most prestigious law firms. At the University's Miami Shores campus, the Certificate Program begins in August and January. In Naples the program begins in August and in Fort Lauderdale the program begins in October. Classes in all Fall programs are held every Tuesday and Thursday evenings and alternate Saturday mornings. In the Winter program (Miami Shores only) classes are held every Monday and Wednesday evening and alternate Saturday mornings.

The Institute also offers an optional Internship Program for students enrolled in the Certificate Program. The Institute also offers an optional Internship Program for students enrolled in the Certificate Program. The Internship Program assigns interns to several law firms and legal agencies, such as Legal Services of Greater Miami, Inc., Legal Aid Services of Broward County, and the Dade County State Attorney's office. Student-interns at the legal aid agencies gain legal experience in areas as diverse as family law and marital disputes, housing rights, education law, employment discrimination, consumer law and social security administration, serving the needs of the poor. The Dade County State Attorney's office provides the intern with opportunities to work as legal assistants in the areas of child support cases and criminal law. Student-interns receive in-house training and represent clients as legal assistants at hearings and provide intake interviewing and legal research. The Internships provide students with the unique opportunity to gain legal experience while still in school to better enable them to find legal employment after graduation.

In an effort to provide continuing education and training to practicing attorneys and legal assistants, the Institute offers the Advanced Program. Currently courses are offered in Computerized Legal Research, Immigration, Advanced Estate Planning, Law Office Management and Domestic Relations Practice. The curriculum is subject to change based upon the growing needs of Legal Assistants and Attorneys to specialize in different areas of the law. The Advanced Program meets on Saturdays and evening courses are scheduled according to the needs of the students. The courses are open to all Legal Assistants and Attorneys practicing in the South Florida area. Continuing Legal Education designation hours for attorneys have been approved for some of these courses by the Florida Bar.

#### **CERTIFICATE OF PROFICIENCY IN CONFERENCE INTERPRETATION AND TRANSLATION**

The Certificate of Proficiency in Conference Interpretation and Translation is a one-year program which provides a theoretical as well as practical approach to conference and court interpretation and translation.

The curriculum is composed of the following courses: Simultaneous and Consecutive Interpretation, Translation, Legal Terminology and Court Interpretation.

This program is offered in Spanish and English. However, once the interpretation and translation skills have been mastered, they can be used in any other language.



Candidates have the alternative of obtaining a combined Certificate of Proficiency in Conference Interpretation and Translation or a Certificate of Proficiency in Translation alone for those focused in this specific area.

The program is coordinated by a professional Conference Interpreter with many years of experience in this field.

## 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 Perspectives in Anthropology

Analysis of the different fields of cultural anthropology which are integrated to create a holistic perspective of human behavior. Special emphasis is devoted to economics, religion, culture and personality.

### ART PREFIX: ART

#### 317 Photography, The 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 2000 B.C. to the end of the Hellenistic Period. Sculpture, vase painting and architecture will be compared and contrasted with Art through the ages by connecting them with Greek Philosophy, mythology and history and their aesthetic concepts.

### BIOLOGY PREFIX: BIO

#### 301 Principles of Tropical Plant Management

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

#### 302 Human Biology

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

#### 306 Introduction to Oceanography

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

### BUSINESS PREFIX: BUS

#### 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 Financial Planning

A guide to personal finance for achieving financial objectives and making effective financial decisions. Topics include budgets, major purchases, use of credit and bank loans, insurance, real estate and investment in securities, taxes, and estate planning.

#### 349 Leadership and Performance Development

Analysis and interpretation of managerial and employee skills and abilities. Self-analysis will be used to develop a relationship between current work environments and managerial theory.

#### 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.

**ENGLISH PREFIX: ENG****303 English Composition and Syntax**

Opportunity to develop facility with English syntax and to write more effectively by studying and practicing expository discourse. (Mandatory)

**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****301 Consumer Applied Science**

An explanation of 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.

**306 Environment**

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

**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**

Students will observe the impacts of great personalities on mankind while determining the causes and results of great events, selected from the earliest civilizations to contemporary times.

**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 context, not necessarily to justify those behaviors but to explain them.

**418 Social History of the Middle Ages**

An investigation of medieval society from the perspectives of nobility, peasantry, city-dwellers, and clergy in an effort to reconstruct the lifestyles and mentalities of the Middle Ages.

**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.

## 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.

### 311 Philosophy of Ethics and Values

Nature of the human good, personal and social, moral habits (virtues & vices); ethical roots of cultural conflicts, the ultimate end of human nature; survey and critical analysis of moral systems, discussion of selected contemporary ethical issues.

## POLITICAL SCIENCE PREFIX: POS

### 301 American National Government

National government, its structure and function. A focus on public administration and legislative processes.

### 302 State and Local Government

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

## PSYCHOLOGY PREFIX: PSY

### 301 Psychology of Drug & Alcohol Abuse

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

### 329 Understanding & Coping with Stress

Exploration of the roles of stress and illness; Immunology and Endocrinology with help in evaluating one's own level of stress. Effective techniques for alleviating stress and features 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.

**SOCIOLOGY PREFIX: SOC****301 American Family**

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

**305 Issues in Culture**

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

**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.

**310 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.

**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.

**SOCIAL WELFARE PREFIX: SW****336 Social Welfare as a Social Institution**

Beginning course in the social welfare sequence, introducing the student to the field of social welfare from historical, political, program, policy and service points of view; initial identification with the field of social welfare, and knowledge of contribution of social welfare professions. Prerequisite to all other social welfare courses.

**401 Social Welfare Policies and Services I**

Policies and services relevant to social welfare and the development of analytic skills in examining such policies and services; aims at strengthening the student's commitment to the profession's responsibility to promote programs that prevent and ameliorate social problems.

**451 Socio-Cultural Theories**

Companion course to Personality Theories and Human Behavior; concentrates on larger social systems such as small groups, formal organizations and cultures, and their effect on human behavior.

**452 Personality Theories and Human Behavior**

Physical, social, and emotional development of individuals; major areas of study in each phase of maturation behaviors and coping strategies, optimal conditions for growth of the healthy personality, and the dynamics and influence of interpersonal transactions.

**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.



**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/aping and tuning exercises for the vocal instrument; practice in oral reading; and development of criteria for evaluation.

**THEATRE PREFIX: TH**

**304 Creative Dramatics**

A course to develop 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 other courses offered through the School of Adult and Continuing Education will be found under the designated School.

# School of Arts and Sciences

Shirley S. Paolini, Ph.D., Dean  
Laura S. Armesto, Ph.D., Assistant Dean

## Undergraduate Programs

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, with a wide variety of majors and programs. It includes traditional as well as career-oriented courses, creative activities, and an honors program.

The School includes eight departments:

- Communication
- English and Foreign Languages
- Fine Arts
- Physical and Mathematical Sciences
- Psychology
- Social Sciences
- Sport and Recreational Sciences
- Theology and Philosophy

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.



**MAJORS**

Art  
 Art Management  
 Athletic Training  
 Broadcast Communication  
 Chemistry  
 Communication Arts  
 Criminal Justice  
 Engineering (Dual Degrees)  
 English  
 French  
 History  
 International Studies  
 Liberal Studies  
 Mathematical Sciences  
 Music  
 Music Management  
 Philosophy  
 Photography  
 Political Science  
 Pre-Law  
 Psychology  
 Public Relations  
 Recreational Diving Management  
 Sociology  
 Spanish  
 Sports Information  
 Sport Management  
 Telecommunication  
 Theatre  
 Theatre Management  
 Theology (Religious Studies)

**DEPARTMENT**

Fine Arts  
 Fine Arts  
 Sport & Recreational Sciences  
 Communication  
 Physical & Mathematical Sciences  
 Communication  
 Social Sciences  
 Physical & Mathematical Sciences  
 English & Foreign Languages  
 English & Foreign Languages  
 Social Sciences  
 Social Sciences  
 School of Arts & Sciences  
 Physical & Mathematical Sciences  
 Fine Arts  
 Fine Arts  
 Theology & Philosophy  
 Fine Arts  
 Social Sciences  
 Social Sciences  
 Psychology  
 Communication  
 Sport & Recreational Sciences  
 Social Sciences  
 English & Foreign Languages  
 Sport & Recreational Sciences  
 Sport & Recreational Sciences  
 Communication  
 Fine Arts  
 Fine Arts  
 Theology and Philosophy

**ANTHROPOLOGY****Course Descriptions — Anthropology Prefix: ANT****243 Cultural Anthropology (3)**

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

**300 Special Topic (3-6)**

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





## 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)

CIS 180	Introduction to Computers
MAT 108	Precal Math for Business
MAT 152	Elementary Probability and Statistics
COM 200	Introduction to Mass Media
COM 390	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.

#### 101B 2-D Design (3)

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

#### 102B 3-D Design (3)

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

#### 141 Basic Handbuilding (3)

Introduction to clay as an art medium; handbuilding techniques of clay forming, including basic glazing and firing instruction. (Special fee)

#### 203 Basic Photography (3)

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

#### 205 Basic Graphic Design (3)

Introduction to graphic design using type and visual symbols. (Special 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.

- 241 Basic Potter's Wheel 2 (3)**  
Introduction in the use of the potter's wheel as an important forming technique of the potter/artist. (Special fee)
- 242 Intermediate Potter's Wheel (3)**  
Refinement of wheel throwing and handbuilding techniques; greater participation in kiln firing cycles. Prerequisite: Art 241. (Special fee)
- 261 Beginning Painting (3)**  
Introduction to the painting medium with emphasis on the seeing and painting of value, color, and composition. (Special fee)
- 300 Special Topics (3)**  
Subject content to be determined by the Department to fill specified needs or interests. (Special fee for Studio courses.)
- 303 Intermediate Photography (3)**  
Projects involving types of light and character-portraits allow the student to creatively refine techniques of basic photography; new areas such as hand coloring, toning, high contrast ortho film and solarization are explored. Prerequisite: Art 203. (Special fee)
- 304 Color Photography (3)**  
Introduction to printing color enlargements from negatives. Emphasis on color theory and quality color darkroom techniques using automated EP-2 processing. Prerequisite: Art 303 (Special 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 203. (Special 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. (Special fee)
- 311 History of Art/Photography (3)**  
An overview of the evolution of photography from its invention in the 1800's up to contemporary experimental work.
- 314 Art Appreciation (3)**  
A broad introduction to the nature, vocabulary, media, and history of art, using examples from many cultures.
- 315 Photojournalism (or JOU 315 ) (3)**  
Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: Art 203. (Special fee)
- 341 Glaze and Clay Calculation (3)**  
Investigation of the properties of various claybodies and their relationship to form, plus study of different glazes and their temperature ranges. Prerequisite: Art 242 (Special fee)
- 342 Intermediate Handbuilding (3)**  
A continuation of study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141 (special fee).
- 359, 459 Independent Study (1-6)**  
Opportunity for research in areas of special interest to the student. Prerequisite: Dean and Departmental approval. For Majors only. (Special fee)
- 361 Intermediate Painting (3)**  
Intermediate study of the painting medium with emphasis on concepts, styles, and techniques. Prerequisite: ART 261. (Special 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. (Special fee)
- 399 Art Management (3)**  
In-depth study of professional practices of both art managers and artists in promoting and marketing artwork. Topics include funding, gallery contracts, writing resumes and biographical data, slide documentation, formal preparation of artwork for exhibition, etc. Prerequisite: Junior status.



**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 303. (Special 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. (Special fee)

**407 View Camera Photography (3)**

Projects provide exploration of the view camera plus introduce studio/strobe lighting techniques. Student's photographic experiences are broadened through take-home access to the university's view cameras.

**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.

**414 Color Photography - Ciba (3)**

A continuation of study in creative color photography. Color enlargements are printed from reversal film (slides) using automated cibachrome processing. Prerequisite: ART 304. (Special 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. (Special 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 361. (Special 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. (Special fee)

**476 Methods in Art Education (4)**

Philosophy, curriculum, and methods pertinent to the development of creative expression for students in grades 1-12; practice in formulating aims, preparing materials, demonstrating processes, evaluating and displaying work done in the classroom situation. Required for certification in grades K-12. 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, department and dean's approval. Requires a minimum of 120 hours.

## **ATHLETIC TRAINING**

The Bachelor of Science Degree in Athletic Training consists of 120 semester hours and requires forty-four semester hours (44 s.h.) of study from the Departments of Sport and Recreational Sciences and Biological Sciences. Students are encouraged to minor in Biology and/or Education. The minimum grade of C is required in all major courses. Upper biennium courses are offered on a two-year cycle. ATR 499 (Internship) meets the integrative experience requirement.

### Distribution

ENG 111	Freshman Composition & Literature	3
ENG 112	Techniques of Research	3
SPE 101	Fundamentals of Speech	3
	Philosophy/Theology	9
	Humanities/Art	9
BIO 230	Human Anatomy	4
CHE 152	Intro to Organic & Biological Chem	4
MAT 101 or 152		3
PSY 281	Intro to Psychology	3
	Social/Behavioral Sciences	<u>6</u>
		47

### Major (ATR)

ATR 220	Basic Athletic Training	3
ATR 225	Advanced Athletic Training	3
ATR 280	Personal Health and Disease Prevention	3
ATR 285	Nutrition for Physical Performance	3
ATR 316	Therapeutic Modalities	2
ATR 318	Therapeutic Exercise	2
ATR 340	Adpated Physical Education	3
ATR 421	Kinesiology	3
ATR 431	Physiology of Exercise	3
ATR 499	Internship (Clinical Experience)	3
BIO 240	Intro to Human Physiology	5
ISR 212	First Aid and CPR	2
SMA 250	Sport and Recreational Management	3
SMA 327	Psychology of Sport	3
SMA 385	Legal Aspects of Sports	<u>3</u>
		44 credits

ELECTIVES	<u>29</u> credits
TOTAL	120 credits

All course requirements for certification by NATA are included in this program. To satisfy NATA requirements, the student must complete 1500 hours of supervised practicum before taking the NATA certification examination. Upon completion of coursework, students are required to pass the NATA examination in order to become certified trainers.

### Course Descriptions — Athletic Training Prefix: ATR

#### 220 Basic Athletic Training (3)

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

#### 225 Advanced Athletic Training (3)

Advanced techniques of taping, exercise and remedial activity. Prerequisites: BIO 230, 240, ATR 220.

#### 280 Personal Health and Disease Prevention (3)

Epidemiology of disease entities, identification and control of major communicable diseases of man.



**285 Nutrition for Physical Performance (3)**

The study of nutrition, diet analysis, nutrition related health problems, as they relate to physical performance.

**316 Therapeutic Modalities (2)**

A study of sports therapy physical agents such as cryotherapy, hydrotherapy, electrotherapy, and mechanical therapy. Prerequisite: ATR 220, ATR 225.

**318 Therapeutic Exercise (2)**

A study of sports therapy clinical techniques used in the rehabilitation of athletic injuries. Prerequisite: ATR 220, ATR 225.

**340 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.

**359/459 Independent Study (3)**

Opportunity for directed research in areas of interest to student. Dean and Department Chair approval required.

**421 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.

**431 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, ATR 225, ATR 285.

**499 Internship (3)**

The student will spend 200 hours in clinical experience under the direct supervision of an athletic trainer. Prereq: Senior status; Dept. and Dean's approval.

**BROADCAST COMMUNICATION**

The B.A. in Broadcast Communication will be of interest to those students considering a career in some aspect of radio, television, cable and related media fields such as corporate media. Major requirements are designed to provide the student with a strong core of knowledge in all facets of the profession with electives adequate to enable the individual to pursue one or more areas of specific interest.

**Distribution Requirements:**

**45 hours**

**Major Requirements:**

COM 200	Intro to Mass Media	3 hours
COM 201	Survey of Communication	3 hours
COM 204	Writing for the Media	3 hours
COM 214	Television Production	3 hours
COM 301	Practicum	2 hours
COM 491	Television Directing	3 hours
COM 493	Message into Medium	3 hours
COM 495	Communication Law	3 hours
COM 496	Electronic Media Advertising	3 hours
COM 497	Media Management	3 hours
COM 498	Broadcast Journalism	3 hours
ART 205	Intro to Graphic Design	3 hours

Total ..... 35 hours

**Guided Electives:**

Courses in COM, JOU, ART, BUS, CS, MUS, THE, SPE, TEL  
or EDU (as approved) ..... 9 hours

**Electives:** ..... 31 hours

**Degree Total:** ..... 120 hours

**BROADCAST COMMUNICATION MINOR**

COM 200	Intro to Mass Media	3 hours
COM 201	Survey of Communication	3 hours
COM 214	Television Production	3 hours
COM 491	Television Directing	3 hours
COM 495	Communication Law	3 hours
COM 496	Electronic Media Advertising	3 hours
COM 497	Media Management	3 hours

TOTAL ..... 21 hours

**CHEMISTRY**

Students electing a chemistry major should have a satisfactory background in high school chemistry and a minimum of 3<sup>1</sup>/<sub>2</sub> 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.

Students planning to study pharmacy can take up to two years of pre-pharmacy preparation under 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. (Special 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 (3) (3)**

Chemical principles and descriptive inorganic chemistry for students majoring in science and mathematics. Prerequisite: Chemistry 110 or satisfactory score on placement test. Corequisite: CHE 111L, 112L.

**111L, 112L General Chemistry and Qualitative Analysis Laboratory (1) (1)**

Three hour laboratory to be taken concurrently with CHE 111, 112. (Special fee)



**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. (Special fee)

**241 Organic Chemistry Survey (4)**

Structure and reactions of monofunctional compounds, with related laboratory. Offered in BEC program only.

**243, 244 Organic Chemistry (3) (3)**

Chemistry of carbon compounds, with attention to theory. Prerequisite: Chemistry 112, 112L. Corequisite: CHE 243L, 244L.

**243L, 244L Organic Chemistry Laboratory (1) (1)**

Three hour laboratory to be taken concurrently with CHE 234, 244. (Special fee)

**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. (Special fee)

**352 Biochemistry (4)**

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

**452 Biochemistry for High School Teachers (3)**

Concepts and developments in biochemistry; the molecular basis of life processes. Prerequisite: CHE 476 or teaching chemistry.

**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. (Special fee)

**295, 395, 495 Research (3) (3) (3)**

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work under direction of selected staff member. MARC scholars follow a special research program. (Special 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 Middle and Secondary School (3)**

Special methods course in teaching chemistry in middle and secondary schools. Prerequisite or corequisite: Chemistry 356 and Candidacy in the School of Education. Tutorial.

**259, 359, 459 Independent Research (3) (3) (3)**

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

**CHINESE****Course Descriptions - Chinese Prefix: CHI****101 Elementary Chinese I (3)**

Modern Chinese for beginners. This course will use comparative methods to teach basic structures in terms of phonetics, syntax, and semantics. Modern scheme for romanization of the writing system (the Pinyin system) will be taught together with the traditional Chinese characters. Emphasis on the practical command of the four language skills—listening, speaking, reading, and writing.

**300 Special Topics (3-12)**

Contents to be specified by the Department of English and Foreign Languages according to the interests and needs of faculty and/or students.

**Under CHI 300, Special Topics, the course listed below will be offered.**

**Chinese Culture and Civilization (3)**

This course will provide a general survey of ancient China as well as of modern China. Emphasis will be placed on the first emperor of China, the last emperor of China, the T'ang Dynasty, the founding of the Republic of China, and the establishment of the People's Republic. The course will touch upon the unique transfer of a Communist society's movement into the modern world: changing economic structure, foreign policy, medicine, art, education, and social mores (e.g., divorce, juvenile delinquency, etc.).

**COMMUNICATION ARTS**

The B.A. in Communication Arts is a broadly based program designed for those students who wish a generalist orientation to the Communication profession. The student is encouraged to investigate all aspects of the program in communication and develop a core of knowledge in related areas.

**Distribution Requirements: 45 hours**

**Major Requirements:**

COM 200 Intro to Mass Media	3 hours
COM 201 Survey of Communication	3 hours
COM Electives.....	24 hours

**Guided Electives:**

Courses in JOU, ART, TH, FRE, SPA, CS, or ENG (200 + level).....	18 hours
---	----------

**General Electives:..... 27 hours**

**Degree Total: ..... 120 hours**

**COMMUNICATION ARTS MINOR**

COM 201 Survey of Communication	3 hours
COM designated courses	<u>18 hours</u>
<b>TOTAL</b>	<b>21 hours</b>

**Course Descriptions — Communication Arts Prefix: COM**

**104 Interpersonal Communication (3)**

Study of self-concept, perception, language, listening, and conflict as they relate to person-to-person communication.

**200 Introduction to Mass Media (3)**

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

**201 Survey of Communication (3)**

Study of all means by which we communicate, and the ethics and impact of various forms of communication on the individual and society. Overview of communication. Theory and research.

**204 Writing for the Media (3)**

Writing basic media copy. Emphasis on script preparation and techniques used professionally in the electronic media.

**214 Television Production (3)**

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



**300 Special Topics in Communication (1-3)**

Exploration of selected areas of study in the field of communication.

**301 Studio Practicum I (1-3)**

Developing skills in media settings. Prerequisites: COM 214 and permission of instructor.

**351 Media Relations for Sport (3)**

A detailed study of professional and collegiate sports and their relationship with the various media outlets. Same as SPO 351.

**359 Independent Study (3)**

Opportunity for research and study in the communication profession. Requires approval of Department Chair, and Dean.

**390 Principles of Public Relations (3)**

Basic concepts of Public Relations; the tools and media used in communication with the public.

**391 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 390.

**401 Studio Practicum II (1-3)**

Development of advanced skills in media settings. Permission of instructor.

**470 Seminar in Communications (3)**

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

**491 Television Direction (3)**

Integration of television studio facilities, scripting, and production techniques into directing of basic television formats. Directing exercises and individual projects including planning, producing, directing and crew work. Prerequisite: COM 214.

**493 Message Into Medium (3)**

Theories of persuasion, propaganda, information processing, social values and impression formation. Examination of human encoding process and practical techniques to correct for perceptual problems.

**495 Communication Law (3)**

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

**496 Electronic Media Advertising (3)**

Examines revenue producing process for electronic media. Practice in developing and presenting media plans, use of databases, solution of real world advertising problems. Place of electronic media in advertising.

**497 Media Management (3)**

Problems and concerns in the management of the media. Practical experience in resolving business problems, promotion, sales, advertising, financing and legal regulation. Recommended prerequisites: COM 495, 496.

**498 Broadcast Journalism (3)**

Principles of good journalism applied to electronic media. Extensive experience in field reporting and writing news copy. Prerequisite: COM 204. (same as JOU 498)

**499 Internship (3-6)**

Practical experience in communication in a professional setting. Prerequisites: Senior standing; 3.0 G.P.A. in major; approval of Department Chair, and Dean.

## **CRIMINAL JUSTICE**

The Criminal Justice system in the United States can be divided into three basic elements. Law Enforcement, Courts, and Corrections. The Criminal Justice Program at Barry University provides the student with exposure to all three elements. A wide variety of career opportunities are available in criminal justice at all levels of government. Due to its interdisciplinary approach, the study of criminal justice fills the needs of students seeking careers in various criminal justice occupations.

Students majoring in Criminal Justice should consult with their advisor to ensure that the courses selected meet program and degree requirements.

The B.S. in Criminal Justice requires 30 credits, and Criminal Justice majors are required to minor in one of the following disciplines: Sociology, Political Science, History, Psychology. Exceptions based on departmental approval. A minor in Criminal Justice requires 21 credits.

### **Course descriptions - Criminal Justice Prefix: CRJ**

#### **103 The Criminal Justice System (3)**

A survey of the philosophical and historical trends that make up the criminal justice system. Also included is an evaluation of the criminal justice system including: current trends, career orientation, agencies and processes. (Same as SOC 103)

#### **211 Corrections in America (3)**

This course will present an historical review of correctional and penal institutions as well as the current state of achievement. It will also stress the needs and directions for future efforts - that which needs to be done, in contrast to that which has and is being accomplished. (Same as SOC 211)

#### **221 Law Enforcement (3)**

Law enforcement and police operations affect the democratic process more crucially than any other aspect of public policy. This course looks at the discretionary conduct of policemen, the development of police power and the degree to which the police officers perform their tasks in accordance with community values and needs. Prerequisite: CRJ 103 (Same as SOC 221)

#### **300 Special Topic (3-6)**

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

#### **302 Juvenile Delinquency (3)**

A theoretical and empirical study of the extent of delinquency. The student will also evaluate the problems involved in measuring delinquency and the role of the police, courts, and a critical examination of treatment and prevention programs. Prerequisite CRJ 103 (Same as SOC 302)

#### **307 Current Issues in Criminal Justice (3)**

Because the field of Criminal Justice is in a constant state of flux, today's students must consider a broad spectrum of subjects involving the entire system. This course is an up-to-date anthology of articles, commentary, reports, and statistics from the most recent literature in the criminal justice field.

#### **311 Criminology (3)**

Criminology is the study of crime, its legal and social aspects. Criminology is the composite result of the thinking and endeavors of many people. It is the purpose of the course to introduce to the student criminological theories, concepts and practices along with the sociological and psychological approach to criminal behavior. Prerequisite CRJ 301.

#### **325 Organized Crime (3)**

A survey of the history, scope and methods of control that are utilized by organized crime in the United States. Organized crime in other cultures will be discussed especially in the areas that affect the economy in the United States.

#### **421 Criminal Law (3)**

A detailed study of criminal law, its origin, definition, and scope. The role of the enforcement officer in the application of substantive criminal law. An analysis of the rights and duties of a police officer concerning particular types of crime. Prerequisite CRJ 311.

#### **427 Courtroom Demeanor and Technique: (3)**

This course is designed to acquaint and educate the police officer and lay-person alike in preparation for testifying in the open courtroom. It is based upon a survey of the general rules of evidence so that the student will be able to anticipate what will occur during trial and what he or she should do in preparation for trial. Prerequisite CRJ 421.

#### **499 Internship (3-6)**

Internship is a systematic means of combining classroom learning with practical work experience. The goal is to place students in work situations designed to compliment and enrich their intellectual, emotional, social, and career development. Work experience may be arranged through local criminal justice agencies. Approval of Dean required.



**359, 459 Independent Study (3)**

Opportunity for extensive research in criminal justice in areas of special interest to the student. Dean and Departmental approval req.

**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 English major consists of a minimum of 30 credits beyond the required freshman courses in writing, ENG 111 or 210 and ENG 112.

The minimum grade of C is required in all major courses.

At the end of the program, English majors must complete satisfactorily a comprehensive examination and an integrative paper. The program for a student who wishes to minor in English consists of 21 credits, beyond ENG 111 or 210 and ENG 112.

Under the direction of their advisors, English majors will choose courses distributed among the following areas:

**Survey Courses (minimum of 12 credits):**

- 331/332 English Literature
- 316 World Literary Masterpieces
- 324 Major American Writers
- 439/440 Theatre History

**Theory/Criticism Courses (minimum of 6 credits):**

- 387 Introduction to Literary Theory
- 389 Advanced Critical Readings
- 406 Rhetorical Analysis

**Period Courses (minimum of 6 credits):**

- 420 Medieval Literature
- 421 Renaissance Literature
- 423 Restoration and Eighteenth-Century Literature
- 432 Nineteenth-Century Literature
- 460 Twentieth-Century Literature

**Authors/Genres Courses (minimum of 6 credits):**

- 315 The Novel
- 320 Children's Literature
- 407 Shakespeare
- 425 Advanced American Literature
- 429 English Studies
- 441 Contemporary Theatre

Students who are planning to teach should add a minimum of six (6) credits from courses in the Language/Writing/Teaching area:

- 207 Composition II
- 310 Grammar
- 312 Advanced Composition
- 401 Intro to Linguistic Theory
- 403 History of the English Language
- 406 Rhetorical Analysis
- 410 Advanced English Grammar
- 411 Classical Rhetorical Theories
- 412 Modern Rhetorical Theories
- 416 Techniques for Teaching Comp.
- 476 Teaching English in Middle and Secondary School

Students who are not planning to teach should choose additional hours from courses in any area, either to remediate weaknesses or to enrich areas of particular interest.

Placement in composition classes is determined by SAT or ACT score or essay.



The following courses in English fulfill the Gordon Rule relating to courses that include a minimum of 6,000 written words: ENG 111, ENG 112, ENG 210, ENG 211, ENG 309, ENG 312. Courses other than English that fulfill this section of the Gordon Rule include HIS 101-102.

### 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.

#### **105 American English Phonetics: Vowels (3)**

Introduction to linguistic theory and study of American English phonetics, with a focus on remediation of foreign accent. Emphasis on articulation of vowel sounds. Intensive individualized instruction. Assignments and examinations. Does not satisfy ENG or SPE distribution requirements. (Also SPE 105)

#### **105 American English Phonetics: Consonants (3)**

Introduction to linguistic theory and study of American English phonetics, with a focus on remediation of foreign accent. Emphasis on articulation of consonant sounds. Intensive individualized instruction. Assignments and examinations. Does not satisfy ENG or SPE distribution requirements. (Also SPE 105)

#### **103a Basic English: Composition (3)**

Intensive study of English; emphasis on writing skills. The course does not fulfill distribution or degree requirements. A minimum grade of C or better is required to proceed to English 111 or other English courses.

#### **103b Basic English: Reading (3)**

Intensive reading instruction; continuing evaluation of student's progress. The course does not fulfill distribution or degree requirements. A minimum grade of C or better is required to proceed to English 111 or other English courses.

#### **111 Freshman Composition and Literature (3)**

Writing of short papers and readings in literature. A minimum grade of C is required to earn credit and to satisfy graduation requirements.

#### **112 Techniques of Research (3)**

Readings; writing of research paper. A minimum grade of C is required to earn credit and to satisfy graduation requirements.

#### **207 Composition II (3)**

Thorough review of the writing process. Students will study and write various forms of academic and non-academic prose: essays of rhetorical analysis, argumentative and persuasive essays, editorial and feature forms. Prerequisite: ENG 112 or permission of Department Chair.

#### **210 The Literary Tradition (3)**

Selected readings from among the three major genres - fiction, poetry, drama. Writing of short critical papers emphasizing genre recognition and analytical skills.

#### **300 Special Topics (3-12)**

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

#### **308 Resumes and Interviews (1)**

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

#### **309 Writing for Business and the Professions (3)**

Writing projects which include letters, memos, long and short reports, case studies, and presentations. Prerequisite: ENG 112 or permission of Department Chair.

#### **310 Grammar (3)**

English syntax with emphasis on the traditional approach.

#### **312 Advanced Composition (3)**

Study of and practice in writing expository forms of discourse.

- 315 The Novel (3)**  
Structural analysis of the novel; selections follow a chronological arrangement.
- 316 World Literary Masterpieces (3)**  
World masterpieces from the Ancient East and West to the twentieth century.
- 320 Children's Literature (3)**  
Survey of literature suited to the needs of children. Same as EDU 320.
- 324 Major American Writers (3)**  
Study of major American authors, from the colonial period to the present.
- 331/332 English Literature I, II (3) (3)**  
Historical survey of the literature of England to the twentieth century.
- 333 Introduction to Fiction Writing (3-6)**  
Along with study of models, students will engage in exercises that explore the creative process and various modes of fiction. Students will write and revise poems that will lead to a portfolio of the semester's work.
- 334 Introduction to Poetry Writing (3-6)**  
Along with intensive study of models of classic and contemporary poetry, students will engage in exercises that explore the creative process and various poetic forms. Students will write and revise poems that will lead to a portfolio of the semester's work.
- 387 Introduction to Literary Theory and Criticism (3)**  
Introduction to the nature of literature and the methods of approaching it. Implications for criticism across the arts.
- 389 Advanced Critical Readings (3)**  
In-depth analysis of selected works.
- 401 Introduction to Linguistic Theory (3)**  
Main areas of linguistic study, including language acquisition, language and the brain, language change, and language variation (regional, social, situational). Exploration of relationship between linguistic theory and composition theory.
- 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.
- 406 Rhetorical Analysis (3)**  
In-depth analysis of advertisements, speeches, film, and literature from a rhetorical perspective.
- 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 Classical Rhetorical Theories (3)**  
History of rhetoric from the Greco-Roman period to the mid-twentieth century. Attention will be given to the major figures, texts, and movements.
- 412 Contemporary Rhetorical Theories (3)**  
Study of the development of a contemporary rhetoric based on cognitive/developmental psychology, current developments in linguistics, and contemporary empirical research and discourse theory. Prerequisite ENG 411 or permission of Department Chair.
- 413 Fiction-Writing Workshop (3-6)**  
Intensive study of and practice in the craft of writing fiction. Students will write and present their stories, respond to others' work orally and in writing, and study classical and contemporary theories of fiction writing as well as models of the craft. Prerequisite: ENG 333 or permission of Department Chair.
- 414 Poetry-Writing Workshop (3-6)**  
Intensive study of and practice in the craft of poetry writing. Students will write and present their poems and revisions, respond to others' work orally and in writing, and study classical and contemporary theories of poetry writing as well as models of the craft. Prerequisite: ENG 334 or permission of Department Chair.
- 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 (3-12)**  
Selections from American literature.
- 429 English Studies (3-12)**  
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: Dean and Department Chair approval.
- 460 Twentieth-Century Literature (3-12)**  
Selected works of the twentieth century.
- 476 Teaching English in the Middle and Secondary School: 6-12 (3)**  
Problems confronting teachers of English in the middle and secondary school, current research, organization of courses, 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 writing.
- 499 Internship (3)**  
Opportunity for approved student majoring in English to utilize job skills while working under supervision at a local organization. Unsalariated. Requires a minimum of 120 hours and approved of Department Chair.

## 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 for teaching and for work related to translating and interpreting, diplomatic service, overseas business and industry, social welfare, law, nursing, allied health professions, etc.

The French major consists of a minimum of 30 credits. The minimum grade of C is required in all major courses. At the end of the program, French majors must complete satisfactorily a comprehensive examination and a research paper approved by a committee of French faculty. Prerequisite for the paper: FRE 486 Research Seminar (01).

Courses required for the major are: FRE 302, 305, 306, and 379. Students will choose an additional 18 credit hours beyond FRE 101-102.

Students who are planning to teach should add FRE 476, Teaching Foreign Languages: K-12.

A minor in French requires a minimum of 21 credit hours.

Placement in French classes is determined by testing of new students at the time of first enrollment.

Up to six credits in French or Spanish will be granted for CLEP upon completion of at least six credits in Spanish or French beyond the elementary level taken at Barry University.

### **Course Descriptions-French Prefix: FRE**

#### **101-102 Elementary French I, II (3) (3)**

Introduction to French as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; practice in class and in the laboratory in understanding and using the spoken language; reading and writing with progressive grammatical explanations. FRE 102: Prerequisite: FRE 101 or equiv.

#### **203-204 Intermediate French I, II (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. FRE 203: Prerequisite: FRE 102 or equiv; FRE 204: Prerequisite: 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. Prerequisite: FRE 204 or equiv.

#### **300 Special Topics (3-12)**

Content to be determined to fill specific needs or interests.

#### **301 Advanced Conversation, Composition and Grammar (3)**

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

#### **305-306 Survey of French Literature I, II (3) (3)**

Historical survey of French literature to the twentieth century; representative works of each period. Prerequisite: 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 (3)**

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

#### **326 Introduction to Interpretation (3)**

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

#### **379 Culture and Civilization (3)**

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

#### **380 Contemporary Culture and Civilization (3)**

Survey of the life and culture of the French people of the twentieth century. Panorama of contemporary French intellectual and artistic achievements. Conducted in French. Prerequisite: FRE 250 or equiv.



**400 Twentieth-Century Cinema (3)**

Study of the development of the French cinema from 1895 to the present. Film will be studied as an art form and as an expression of the society that produces it. Developments from the silent era, through sound, to contemporary technical achievements will also be analyzed.

**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 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 Eighteenth-Century Literature (3)**

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

**445 Nineteenth-Century Literature (3)**

Study of themes and structures in the works of the principal literary figures of the nineteenth century, from Chateaubriand to Mallarme.

**460 Contemporary Literature (3-6)**

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

**461 Twentieth-Century Theatre (3-6)**

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

**476 Methods of Teaching Foreign Languages: K-12 (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.

**486 Research Seminar (1)**

Required of all majors. Research and production of final integrative paper.

**487 Seminar (3-12)**

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, independence movements, civil strife, culture, religion, forms of government, economic, social and racial issues. The approach will be both conceptual and chronological.

#### **112 The Americas: A Comparative Study II (3)**

Comparison of civil strife, revolutions, reform movements, 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.

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

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

#### **300 Special Topics (3-6)**

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

#### **404 American Diplomatic II 1870 to present (3)**

Significant topics in diplomatic history; including the emergence of the US as a world power; the Cold War; decision making in the Department of State; and the role of interest groups in foreign policy. Same as POS 404.



**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 Since 1815 (3)**

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

**441 American Social and Intellectual History (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 Methods of Teaching Social Sciences, Grades 6-12 (3)**

Method of teaching social studies, emphasizing the integration of history, a survey of problems confronting middle and 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 (3-6)**

Intensive research under direction of professor.

**499 Internship (3-6)**

Opportunity to integrate scholarly activities with practical applications. Dean and Departmental approval required.

**359, 459 Independent Study (3)**

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

**HONORS (see description of Honors Program)**

**Course Descriptions — Prefix: HON**

**101-102 Freshman Honors Seminar (3) (3)**

An interdisciplinary seminar open only to Honors students. Contents will be determined by the interest and expertise of the faculty members and the specific needs and/or interests of the Honors students. The course sequence will fulfill an Honors Program requirement.

**HUMANITIES**

The Humanities offerings consist of a sequence of interdisciplinary courses using literature as “the hub of a wheel” that explores fundamental questions of the human condition. Literature has been described as a “logical” focus for the integration of knowledge because of its ability to extend outside itself to forms of human experience beyond disciplinary boundaries. In this regard, it satisfies the search for “the connectedness of things” (Mark Van Doren). “Literary interrelations” afford the opportunity to explore human concerns as the literary expressions of those concerns reflect or are refracted by other modes of thought and methods of inquiry: psychological, historical, gender, religious, legal, musical, and possibly others.

**Course Descriptions — Humanities Prefix: HUM**

Under HUM 300, Special Topics, the courses listed below will be offered. Students may take HUM 300 as many times as they wish as long as the course content is different.

## **Course Description — Humanities Prefix: HUM**

### **Women in/and Literature (3)**

Depiction of the reality experienced or perceived by women and the portrayal of women in world literature (stereotypes, traditional roles, role conflict, relationships, cultural differences etc.)

### **Psychological Dimensions of Literature (Lit. & Psychology) (3)**

The relationship between literature and psychology with particular emphasis on the influence of psychoanalysis in critical interest in authorial unconscious intention, literary interest in motivation of character and the interior life, abnormal behavior, and societal definition of "normalcy." The influence of psychology on literary style and genres: dream, stream of consciousness, symbolism, etc.

### **Historical/Sociological Dimensions of Literature (Lit. & History/Sociology) (3)**

Exploration of literary works that reflect historical or social events (revolutions, wars, Depression years), movements (industrialization, urbanization, democratization), or personages. The premise is that a socio-historical perspective enhances an understanding of the literature as well as of the individual period of culture.

### **Anthropological Dimensions of Literature (Lit. & Anthropology) (3)**

Literary works which depict through cross-cultural perspectives social structures found in various societies: kinship and marriage systems; gender; myth; legend; ethnicity; ritual; rites of passage; witchcraft; religion; symbolic classifications; structuralism; legal, political, and economic structures, etc.

### **Commercial Dimensions of Literature (Lit. & Business) (3)**

Literary works which depict financial, economic, and business practices and practitioners. Discussion of concepts of ethics, the middle class work ethic, power, the "American Dream," social responsibility, American affluence and consumption, relationship between labor and management, effects of technology and government regulation, and quality of work life.

### **Literature and Film (3)**

Exploration of the translation of literary classics from print to film medium. Consideration given to editing, directorial interpretation, camera work, music, set design, and visual symbols.

### **Musical Dimensions of Literature (Lit. & Music) (3)**

The attempt to "cross over" between the two disciplines, particularly in the musical expression of literary themes. Consideration also to musical aspects of literature. Various musical forms will be considered including opera, ballet, musicals, folk music, and symphonic music.

### **Religious Dimensions of Literature (Lit. & Religion) (3)**

Examination of literature written to confirm or challenge belief. Literature that developed out of religious traditions (such as Morality drama) or practices (such as spiritual meditation); that articulates religious conceptions and belief; that challenges orthodoxies; or that reflects socio-historical attitudes to religion. The course may also include a "Bible as Literature" component - the Bible as repository of universal themes and myths as well as of narrative and lyric genres.

### **Literature and the Law (3)**

The law and legal issues (trials, lawyers, investigations, laws) as themes and motifs in works of literature, with emphasis on the relationship between law, interpretation of law and justice, as well as political and historical contexts.

### **Literature in Translation/Cross Cultural Approaches to Literature (3)**

A comparative approach to literature read in translation enriched by emphasis on differing cultural (i.e., national, group) attitudes, values, ways of life, roles, and historical and socio-economic conditions of life.

### **Man's Search for Meaning (3)**

A selection from the Great Books, both ancient and modern, studied from the perspectives of theology, philosophy, aesthetics, and psychology in order to see what kinds and level of reality they focus on, what they perceive, and how they value it. Through discussion of the great ideas which emerge and through reflections of different epistemological approaches to reality, students will be encouraged to clarify their own views of reality, to find relationships among them, and to refine their own value systems.

### **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. (Special course fee)



## **INSTRUCTIONAL ACTIVITIES IN SPORT AND RECREATION**

The program of courses focuses on general fitness, lifetime sport and recreational opportunities. 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.

### **INSTRUCTIONAL ACTIVITIES IN SPORTS AND RECREATION Course Offerings**

All 100 level courses are two semester hours of credit. Activities may have a special course fee.

ISR	101	Aerobic Exercise
ISR	110	Archery
ISR	115	Bowling
ISR	120	Canoeing
ISR	125	Fencing
ISR	130	Golf
ISR	135	Judo and Self-Defense
ISR	140	Physical Fitness Principles
ISR	145	Physical Fitness Running and Jogging
ISR	150	Sailing
ISR	155	Skin and SCUBA Diving
ISR	160	Swimming
ISR	165	Tennis
ISR	170	Weight Training
ISR	211	Lifeguard Training
ISR	212	First Aid and CPR
ISR	213	Advanced SCUBA Activities
ISR	214	Water Safety Instructor
ISR	300	Special Topics

### **Course Descriptions — Instructional Activities in Sports and Recreation Prefix: ISR**

(Activities may have a special course fee)

#### **211 Lifeguard Training (1)**

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

#### **212 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.

**213 Advanced Scuba Activities (2)**

A course designed to educate entry-level divers and non-RDM majors in advanced diving theories and techniques. Lecture topics include diving physiology, diving equipment function, U/W navigation and diving techniques for special environments. Activities include night dives, deep dives (within specified limits) wreck dives, search and recovery dives and skill enhancing pool sessions. Students successfully completing the course will receive an advanced open water certification from a nationally recognized diver training agency. Prerequisite: ISR 155 and Open Water SCUBA Certification or Basic SCUBA Certification and permission of the instructor.

**214 Water Safety Instructor (2)**

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

**300 Special Topics (1-3)**

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

**INTERNATIONAL STUDIES**

International studies is an interdisciplinary major for students interested in global political, social, cultural, and economic affairs. The major has social science, business, and cultural components. The first of these entails the study of international relations, comparative government, and history. The second component provides basic business skills and an understanding of international business forces. The final component is aimed at greater understanding of other societies and cultures.

The program of study shown below indicates the minimal requirements. Students should consult their advisor for course selections appropriate to their area of interest and career goals. The minimum grade of C is required in all major courses. The program of study includes:

1. The social science component (24 credits) will include history (12 credits) and political science (12 credits).
2. The business component (30 credits) will include CIS 180, BUS 181, ACC 201-202, ECO 201-202, 351 466, MGT 305, MKT 306.
3. The cultural component (24 credits) will include ANT 243, philosophy (6 credits), and language and literature (15 credits).
4. The remaining distributive requirements (24 credits) will be fulfilled through ENG 111-112, MAT 108, 152 and an elective in each of these areas: Art, Science, Speech, Theology.
5. In their remaining coursework, (18 credits) students are encouraged to strengthen each component of the major.
6. The integrative experience will consist of a research paper or internship as approved by the program advisor.

**JOURNALISM**

Journalism is an area in which the ideals of professional education are compatible with those of a liberal arts education. Students minoring in journalism must earn a minimum of 21 credits, including JOU 208, 242, 345. The remaining courses may include JOU 309, 315, 343, 346, 470, 495, 498; ENG 310: Advanced Grammar; ENG 312: Advanced Composition.



## 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. Prerequisite: JOU 208 or equivalent.

### **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) (1)**

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)

### **498 Broadcast Journalism (3)**

Principles of good journalism applied to electronic media. Extensive experience in field reporting and writing news copy. Same as COM 498. Prerequisite: COM 204

## **LIBERAL STUDIES/LIBERAL ARTS**

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; CIS 488; PHY 151 or 201 or 211; 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, CIS 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, and at least one course numbered 300 or above.

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). Placement in the next required course will depend upon the grade achieved as determined by the Department.

The following courses fulfill in part the Gordon Rule relative to courses at or above the level of college algebra: MAT 101, MAT 108, MAT 109, MAT 110, MAT 111, MAT 152, MAT 201, MAT 202, MAT 211, MAT 212.

### **Course Descriptions — Mathematics Prefix: MAT**

#### **090 Pre-Entry Math (3)**

This course prepares students to take MAT 100A; 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/PR/NC option only.

#### **100A Preparatory Mathematics (3)**

Introduction to algebra; includes polynomials, factoring, solving linear and quadratic equations; emphasis on problems solving. Prepares students to take MAT 100B. Does not fulfill distribution or degree requirements. CR/PR/NC options available. Placement in this course determined by testing.

#### **100B Preparatory Mathematics (3)**

Continuation of introduction to algebra; includes graphs, systems of linear equations, inequalities, fractional and radical expressions, fractional, radical and quadratic equations; emphasis on problem solving. Prepares students to take mathematics courses specified by major programs except those which specify MAT 109, 110 or 111; these students proceed to MAT 100C. Does not fulfill distribution or degree requirements. CR/PR/NC options available. Prerequisite: MAT 100A or equivalent score on placement test.

#### **100C Preparatory Mathematics (3)**

Basic concepts of functions and their graphs including polynomial, rational and algebraic functions. Preparation for precalculus courses (MAT 109, 110, 111) which are to be followed by a calculus course. Does not fulfill distribution or degree requirements. CR/PR/NC options available. Prerequisite: MAT 100B or equivalent score on placement test.

**IN CASE OF DOUBT ABOUT THE PLACEMENT OF A STUDENT,  
THE MATHEMATICS COORDINATOR SHOULD BE CONSULTED.**

#### **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. Prerequisite: MAT 100B or satisfactory score on placement test.

#### **108 Precalculus Mathematics for Business (3)**

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

**110 Precalculus Mathematics II (3)**

Trigonometric functions approached through the circular functions as well as through angles; extension of coordinate geometry. Prerequisites: 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: Trigonometry and satisfactory score on placement test.

**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 or minors. Prerequisite: MAT 100B 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. Prerequisite: MAT 100B or satisfactory score on placement test.

**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 and 110 or 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 212.

**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 Middle and 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: Dean and 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, 316 and 317. Also required are 4 credits in applied music and 4 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 complete 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)

CIS 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 Class 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: Barrytones (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 Ear-Training I (1)**

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

**208 Ear-Training 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 Survey of Electronic and Computer Music (3)**

Discussion of the beginnings and evolution of electronic and computer music and its implications in 20th century music.

**317 Survey of Romantic and 20th Century Music (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 which must include POS 412 and either PHI 321 or THE 327. The courses should be chosen from those listed below or relevant special topics.

POS 325	International Relations
POS 395	International Organizations
POS 412	Conflict Resolution
PHI 292	Ethics
PHI 321	Philosophy of Peace and War
PHI 355	Philosophy of Politics
THE 120	Christian Understanding of the Human Person
THE 214	Contemporary Christian Morality
THE 327	Theology of Peace and Justice
HIS 404	American Diplomatic History, 1870 to Present

### **PHILOSOPHY**

Philosophy searches for wisdom and knowledge and is especially concerned with ultimate questions of existence and meaning. The study of the works of important philosophers and the philosophical method provides a basis for integration with other academic subjects.

The philosophy faculty, representing a variety of philosophical interests, endeavors to develop analytical and reflective skills, and the capacity for independent thinking.

The program attempts to accomplish this mission by the following goals:

1. provide a broad historical background in philosophy,
2. assist students in the development of the philosophical method of analysis,
3. introduce them to important trends in contemporary philosophical thought, and
4. integrate and apply their philosophical knowledge with human experience.

#### **Requirements For the Major**

The major consists of a minimum of 30 credits. Required courses: 120, 150 or 153 or 170, 292, 304, or 314, 316, 317, 318, 487, and 6 elective credits.

A written departmental exam upon the courses taken by the student completes the requirements.

A minor consists of a minimum of 20 credits. Required courses: 120, a 300 level History course, a 300 level Problems course and 11 elective credits.

#### **Course Descriptions — Philosophy Prefix: PHI**

##### **120 Critical Thinking (2)**

Enhancement and development of reasoning skills and argument analysis. Topics include the concepts of truth, verification, and knowledge; the subjective/objective distinction; the deductive/inductive reasoning; formal and informal arguments; awareness of common errors in informal reasoning.



**122 Thought of Spain and the Americas I (3)**

Major trends in Hispanic and American thought from its origins through the 19th century in historical and cultural context; development of ideas and their influence on the hemisphere.

**123 Thought of Spain and the Americas II (3)**

Major trends in Hispanic and American Thought of the late 19th and the 20th centuries in historical and cultural context; development of ideas and their influence on the hemisphere.

**150 Philosophical Problems (3)**

An introduction to fundamental philosophical questions and areas of interest. Topics may include, theories of truth and knowledge, the notion of beauty, concepts of goodness and evil, the nature of reality, the relation between body and mind, personal and social ethics, the existence and nature of God.

**153 History of Philosophy (3)**

A survey of the historical development of philosophy, emphasizing prominent schools of thought and philosophers that have influenced the formation of Western thought throughout the ages.

**160 Philosophy of the Human Person (3)**

Philosophical overview of human psychology: individual and social natures of human beings; their materiality and spirituality; human cognition, volition and freedom; differing order of human needs; powers and habits; unity within a complexity of activities, human destiny.

**170 Contemporary Moral Problems (3)**

An introduction to fundamentals of ethical reasoning, various methodologies, and application to current topics in ethical discourse. Topics may include capital punishment, euthanasia, abortion, war and peace, pornography, poverty and hunger, environmental rights, animal rights, academic freedom, sexual discrimination, or other areas of interest.

**292 Ethics (3)**

A study of fundamental elements in ethical theory: Analysis of the concept of moral goodness, the origins and nature of moral law and obligation, comparison of various moral systems for moral decision making. Discussion will include application through consideration of concrete examples.

**300 Special Topics (3)**

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

**302 Spanish and 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.

**304 Epistemology (3)**

Philosophical inquiry into the nature of knowledge, kinds of experience, belief and truth, justification and verification.

**306 Philosophy of God and Religion (3)**

Philosophical investigation of the nature of the holy, faith and its relation of reason, religious language and symbol, proofs for the existence of God, religious experience and verification.

**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, concepts of beauty, the creative process, principles of art criticism, religious art and symbolism.

**314 Metaphysics (3)**

A discussion of the nature of reality. Topics may include the nature of being, principles of individuation, materiality and immateriality, predication and causation.

**315 Philosophy of Mind (3)**

Investigation of the nature and types of mental phenomena and our knowledge of them; the relation between mental events and the brain; mind/body interactions; artificial intelligence.

**316 Ancient Philosophy (3)**

An historical survey of the development of Western philosophy, including the pre-Socratics, Plato, Aristotle, the Stoics, Cynics, Skeptics, Plotinus.

**317 Medieval Philosophy (3)**

An historical survey of the development of Western philosophy, including the Patristic period, Saint Augustine, John Scotus Eriugena, Saint Anselm of Canterbury, Avicenna, Saint Bonaventure, Saint Albert the Great, Saint Thomas Aquinas, Scotus.

**318 Modern/Contemporary Philosophy (3)**

An historical survey of the prominent movements in modern and contemporary Western philosophy, including Rationalism, Empiricism, Positivism, Kant, Idealism, Existentialism, Pragmatism, Analytic philosophy, Phenomenology.

**320 American Philosophers (3)**

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

**321 Philosophy of Peace and War (3)**

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

**353 Bio-Medical Ethics (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.

**353a Ethical Foundations (1) (Prerequisite to all other modules)**

Philosophical ethics; professional codes of ethics; professional responsibilities.

**353b Genetics and Reproduction (1)**

Artificial insemination; genetic engineering; genetic counseling; genetic screening; cloning and in vitro fertilization; pre-natal diagnosis. Prerequisite: 453a.

**353c Limitation of Reproduction (1)**

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

**353d 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.

**353e Human Experimentation (1)**

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

**353f 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.

**353g 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.

**353i Population Ethics (1)**

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

**353j 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.

**353m 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.



**353n Geriatric Ethics (1)**

An analysis of policy and clinical issues that have evolved due to the confluence of demographic epidemiological, economic, political, medical, and legal forces which directly impinge upon the geriatric population; economic restraint vs. rising entitlement; autonomy; clinical evaluation for competency vs. the legal definition; informed consent; negotiated treatment; paternalism vs. therapeutic persuasion; surrogate decision-making; institutionalization vs. least restrictive alternative; quality of care; the life-care contract. Prerequisite: 453a.

**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.

**460 Philosophical Classics (3)**

Examination of the basic writings of an individual philosopher, of a school of philosophers, or of philosophers of an historical period.

**487 Seminar (3)**

Research and discussion on selected topics under direction of instructor.

**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. Juniors are required to pass a faculty review before they begin preparing for their senior exhibition. A minimum grade of "C" is required in all major courses.

**Photography Core (21 credits)**

ART 101B	2-D Design
ART 203	Basic Photography
ART 303	Intermediate Photography
ART 304	Color Photography
ART 403	Advanced Photography I
ART 404	Advanced Photography II
ART 414	Color Photography - Ciba

**Additional Courses (9 credit minimum)**

ART 300	Special Topics in Photography
ART 307/308	A.V. Production I and II
RDM 308	Underwater Photography
ART 311	History of Art/Photography
ART 315	Photojournalism
ART 317	Photography-The Camera
ART 359	Independent Study
ART 399	Art Management
ART 407	View Camera Photography
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 Public Relations, Art, Journalism, and Business.

A minor in Photography requires completion of 21 credits

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.

## 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.

#### 476 Teaching Physical Science in the Middle and Secondary Schools (3)

Special methods course in teaching physical science in the middle and secondary schools. Prerequisite: a thirty hour content area in the physical sciences and candidacy in the School of Education.

## 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, 201, 309, 325, and 425.

Graduation requirements include: 1) earning a minimum grade of C in all major courses, 2) successfully completing an approved internship (POS 499). Also recommended are MAT 152, PHI 355, and ECO 201-202.

Requirements for minors are 21 credits, including POS 100, 201, 325, 425, and 499. Students may also elect to minor in American Political Studies. This concentration includes POS 201, 305, 306, 425, 429 and 499.

### **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.

#### **201 American Government (3)**

National Government and its structure; administrative and political practices of the central agencies of authority in the United States.

#### **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.

#### **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.

#### **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.

#### **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.

#### **308 Constitutional Law (3)**

Use of the case method approach, focus on the development of constitutional law. Prerequisite: POS 307.

#### **309 Comparative Government and Politics (3)**

Analysis of politics and government of western European democracies with some attention devoted to ancient regimes, Marxist systems, and less developed countries.

#### **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.

#### **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.

#### **396 Latin American Politics (3)**

Detailed analysis of government and politics in select Latin American countries. Special attention will be devoted to authoritarian as well as revolutionary regimes.

#### **404 American Diplomatic II 1870 to Present (3)**

Significant topics in diplomatic history including the emergence of the US as a world power; the Cold War; decision-making in the Department of State and the role of interest groups in foreign policy. Same as HIS 404.

**406 Political Economy of Development**

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Prerequisite: ECO 201 and 202 and Departmental approval. Same as ECO 406.

**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.

**425 Political Theory (3)**

Inquiry into the nature of man and corresponding views of the res publica 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.

**466 Political Development (3)**

Analysis of the crisis of modernization and the political economy of development; role of elites and problems of legitimacy. Prerequisite: POS 100, and HIS 102, and ECO 202.

**476 Methods of Teaching Social Sciences, Grades 6-12 (3)**

Method of teaching social studies, emphasizing the integration of social science, a survey of problems confronting middle and 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)**

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 201/Departmental approval. Requires a minimum of 120 or 240 hours.

**359, 459 Independent Study (3)**

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

**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;

THE 214; PHI 150, 365; MAT 152; ENG 111, 112, 312; COM 104; PSY 281; SOC 370; POS 100, 201, 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, 355; 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	<u>30</u>
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.

The psychology minor (21 cr.) requires 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.

#### **327 Psychology of Sport (3)**

Investigation of typical areas in theoretical and applied sport psychology which are relevant to athletic performance and general physical activity involvement. Prereq: PSY 281 (Also SMA 327)



**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.

**459 Independent Study (1-3)**

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

**464 Human Development Throughout the Lifespan (3)**

Physical, social, sexual and emotional development throughout the lifespan with emphasis on growth crises at major developmental stages. Particular focus on an understanding of human sexuality and psychosocial relationships, including clinical applications, theories and techniques. Prerequisite: PSY 382.

**490 Physiological Psychology (3)**

Study of basic neuroanatomy and neurophysiology including the neurological bases of emotion, psychopathology, sleep, memory, and learning.

**494 Substance Abuse (3)**

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

**496 Techniques of Therapy (3)**

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

**295, 395, 495 Research (3) (3) (3)**

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research; under direction of selected staff member MARC scholars follow a special research program. (\$30 fee)

**498 Seminar (3)**

Advanced topics

**499 Internship (3)**

Provides selected Psychology majors with senior status the opportunity to work in an applied setting. Practical experience can be gained in a variety of areas of Psychology depending on the availability of placements and the student's interests. All internships must be approved by the faculty member supervising the internship before the student registers.

## PUBLIC RELATIONS

The B.A. in Public Relations is designed to provide the student with the knowledge essential for entry in the Public Relations profession. Emphasis is placed on strong writing skills, knowledge of media production, effective human relation abilities, public speaking, and P.R. principles. In addition, the student is directed towards broad exploration of the liberal arts to enhance knowledge in a wide variety of professional contexts.

**Distribution Requirements** 45 hours

### Major Requirements:

COM 201	Survey of Communication	3 hours
COM 204	Writing for the Media	3 hours
COM 214	Television Production	3 hours
COM 390	Case Studies in P.R.	3 hours
COM 391	Principles of P.R.	3 hours
COM 493	Message into Medium	3 hours
COM 495	Communication Law	3 hours
COM 496	Electronic Media Advertising	3 hours
COM 498	Broadcast Journalism	3 hours
ENG 211	Technical Writing	3 hours
ENG 312	Expository Writing	3 hours
JOU 208	Techniques of Reporting	3 hours
JOU 242	News Writing	3 hours
ART 203	Basic Photography	3 hours
ART 205	Basic Graphic Design	3 hours

**Guided Electives:** ..... 30 hours

**Degree Total:** ..... 120 hours

### PUBLIC RELATIONS MINOR

COM 201	Survey of Communication	3 hours
COM 204	Writing for the Media	3 hours
COM 390	Case Studies in P.R.	3 hours
COM 391	Principles of P.R.	3 hours
COM 493	Message into Medium	3 hours
ART 205	Introduction to Graphic Design	3 hours
ENG 312	Expository Writing	3 hours

Total 21 hours

## RECREATIONAL DIVING MANAGEMENT

The Bachelor of Science Degree in Recreational Diving Management consists of 120 semester hours including thirty-six semester hours (36 s.h.) of interdisciplinary coursework primarily from the recreational diving management curriculum. It has been developed with a two-track format, and students may follow either track. A minor (21 semester hours) in Business is required for both tracks of the program. The diving courses lead to



internationally recognized certifications in the various study areas. The minimum grade of C is required in all major courses.

**Track 1** is designed to prepare the student for careers in the diving instructional and retailing industries. Courses listed assume that the student has at least an Open Water SCUBA Certification from a nationally recognized Diver Training Agency before beginning the major. The SCUBA Instructor Course (RDM 404) meets the integrative experience requirement.

**Track 2** is designed to meet the continuing professional growth needs of diving professionals who are already certified as a SCUBA Instructor by any of the various nationally recognized diver training agencies. The student entering Track 2 must be fully certified as an instructor and in current "teaching" status prior to acceptance into the program. Because of the nature of the program, the Track 2 student must remain in current active "teaching" status, and carry professional liability insurance which includes the University as an additional insured. The Instructional Staff course (RDM 405) meets the integrative experience requirement.

All students in the Recreational Diving Management Program will be required to obtain a yearly physical exam for diving. Students entering the program for the first time should obtain a standardized form from Barry University (required) and acquire the physical exam prior to their arrival on campus.

### TRACK I

#### Distribution

ENG 111	English Composition and Literature	3
ENG 112	Techniques of Research	3
SPE 101	General Speech	3
	Theology/Philosophy	9
	Humanities/Art	6
ART 203	Basic Photography	3
MAT 108	Precalculus Mathematics for Business	3
MAT 152	Elementary Probability and Statistics	3
BIO 220	Human Anatomy	4
	Social/Behavioral Sciences	6
		<hr/>
		43 credits

#### Minor in Business

BUS 181	Concepts of Business Behavior	3
ACC 201	Financial Accounting	3
ECO 201	Principles of Economics I	3
MGT 305	Management Concepts and Applications	3
MKT 306	Marketing Concepts and Applications	3
	Choice of Two electives:	
BUS 339, 371, MGT 409, or MKT 384		6
		<hr/>
		21 credits

**Major**

CIS 180	Intro to Computers	3
BIO 240	Intro to Human Physiology	5
RDM 222	First Aid for Diving	2
RDM 230	Recreational Diving Theory I	3
RDM 240	Recreational Diving Theory II	3
RDM 302	Recreational Diving Leader	3
RDM 304	Recreational Diving Specialities	3
RDM 308	Underwater Photography	3
RDM 314	SCUBA Equipment Repair and Maintenance	3
RDM 325	Seamanship	2
RDM 400	Dive Store Retailing	2
RDM 404	SCUBA Instructor	3

---

 36 credits
**Electives (recommended for Tracks 1 and 2)**

MKT 382	Advertising	3
SMA 385	Legal Aspects of Sport or BUS 339 Business Law I	3
Electives		14

---

 20 Credits
**Total**


---

**120 credits**
**TRACK 2****Distribution**

	<b>Credit</b>	
ENG 111	Eng. Comp. and Lit.	3
ENG 112	Tech. of Research	3
SPE 312	General Speech	3
	Theology/Philosophy	9
	Humanities/Art	6
ART 203 or ART 303 or ART 304		3
MAT 108	Precal. Math for Bus	3
MAT 152	Elem. Prob. & Stat.	3
BIO 220	Human Anatomy	4
	Social/Behavioral Science	6

---

 43 credits
**Minor in Business**

BUS 181	Conc. of Bus. Behavior	3
ACC 201	Financial Accounting	3
ECO 201	Prin. of Econ. I	3
MGT 305	Mngt. Conc. and Applic.	3
MKT 306	Mrkt. Conc. and Applic.	3
Choice of two electives:		
BUS 339, 371, MGT 409 or MKT 384		6

---

 21 credits



**Major**

CIS 180	Intro. to Computers	3
BIO 240	Intro. to Human Phys.	5
RDM 222	First Aid for Diving	3
RDM 230	Rec. Diving Theory I	3
RDM 241	Teaching Rescue Diver and Divemaster	3
RDM 303	Medic First Aid Instructor	3
RDM 305	Teaching Rec. Diving Specialties	3
RDM 309	Teaching Underwater Photography	3
RDM 314	SCUBA Repair & Maint.	3
RDM 325	Seamanship	2
RDM 400	Dive Store Retailing	2
RDM 405	Instructional Staffing	3

---

36 credits

**Electives (recommended for Track 1 and 2)**

MKT 382	Advertising	3
SMA 385	Legal Aspects of sport or BUS 339 Business Law I	3
Electives		14

---

20

**Total****120 credits**

Note: All Track 2 students participate in a four day Instructor Orientation course prior to admission into the Track 2 program. This is conducted prior to the beginning of the Fall Semester and carries an additional course fee and certification charge.

**RECREATIONAL DIVING OPERATIONS MINOR**

The minor in Recreational Diving Operations requires a minimum of 24 semester credits. Students must successfully complete 12 credits of RDM certification courses, and an additional 7 credits in diving career-related courses and the remaining credits from the list of appropriate electives. A co-requisite of MAT 152 is required for the minor.

**Required Diving Certification Courses**

RDM 230	Recreational Diving Theory I	3
RDM 240	Recreational Diving Theory II	3
RDM 302	Recreational Diving Leader	3
RDM 404	SCUBA Instructor	3

---

12 credits

**Required Diving-career related courses**

ISR 211	Advanced Lifesaving	1
ISR 212	First Aid and CPR	2
BIO 220	Introductory Human Anatomy	4

---

7 credits

**Choice of Electives (Choose any two)**

RDM 314	SCUBA Equipment Repair	3
RDM 400	Dive Store Retailing	2
CIS 180	Intro to Computers	3
ECO 201	Principles of Economics I	3
ACC 201	Principles of Accounting I	3
BUS 181	Concepts of Business Behavior	3
BUS 339	Business Law I	3
	Any Marketing or Management Courses (appropriate prerequisites as required)	5-6 credits

**Course Descriptions — Recreational Diving Management Prefix: RDM****222 First Aid for Diving**

A first aid course which discusses general first aid procedures and procedures specific to management of diving accidents. Successful students are eligible for Medic First Aid Certification. Special course fee and certification fee. Open only to RDM majors.

**230 Recreational Diving Theory I (3)**

Recreational Diving I is both a theoretical and practical course. Topics covered include underwater navigation, altitude diving theory, diving accident assessment and management; an overview of differing techniques in special diving environments; physics, and physiology, first aid, CPR, and lifesaving skills as they relate to diving. Openwater training includes familiarization with local diving techniques, wreck, and night diving techniques, search and recovery, deep diving (within specific limits) and underwater survey methods. Leads to certification as Advanced Open Water Diver. Prerequisite: Open Water Certification from a nationally recognized diver training agency and MAT 108. (Special course fee and certification fee)

**233 Introduction to Research Diving (3)**

This examines many ways that research can be conducted by a diver involved in scientific work. Techniques of surveys, geologic sampling, gridding techniques, biological sampling and underwater archaeological techniques are discussed. Students participate by developing a research project in the local diving area, and then by carrying out the research under staff supervision. An entry-level SCUBA certification is a prerequisite for the course. (Special course fee and certification fee)

**236 Underwater Archaeological Methods (3)**

A field course in which the student is involved in closely supervised on-site investigation of one or more selected underwater archaeological sites. Topics include mapping and survey techniques, underwater photography in low visibility, preservation techniques and research methods in conjunction with state requirements for preserving historical sites. Students must possess an open water certification from a nationally recognized diver training agency. (Special course fee and certification fee)

**240 Recreational Diving II Theory (3)**

A continuation of Recreational Diving Theory I. Additional theoretical information includes decompression theory, altitude diving theory and the psychology of professional diving leadership. The course also includes principles of group management and supervision in the diving environment. The student's practical skills are assessed as are the organizational skills required to prepare an emergency assistance plan for diving emergencies in the local area. The student is required to successfully complete an internship program that involves actual supervisory training under the direction of supervisory staff. Successful completion of the course leads to certification as a Rescue Diver and Divemaster. Prerequisite: RDM 230, RDM 222 (Special course fee and certification fee)

**241 Teaching Rescue Diver and Divemaster**

A lecture course which helps the student to develop a successful educational approach to teaching Rescue Diver and Divemaster Certification courses. The lecture course is taken concurrently with the lab portion of RDM 240 (required) so that students may observe and participate in the training of actual rescue and divemaster candidates. Special course fee. Open only to RDM Track 2 majors.



**301 Artificial Reef Orientation (3)**

A course in which the student explores the use and construction of artificial reefs. Topics include local ecological studies and a student-designed underwater research project on an established artificial reef. Students must possess an open water certification from a nationally recognized diver training agency. (Special course fee and certification fee)

**302 Recreational Diving Leader (3)**

Theoretical and practical information regarding diving education includes an introduction to learning theory, teaching application, speech techniques, training aids, testing and evaluation, and the legalities of diving instruction. Students are given ample opportunity to give lectures and conduct pool exercises for evaluators who help them to achieve the kind of expertise that will make them successful in their Instructor Certification course. Certification of this course and additional requirements leads to certification as Assistant Instructor. Prerequisite: RDM 240 (Special course fee and certification fee)

**303 Medic First Aid Instructor**

A lecture and lab course which educates the student in the techniques of teaching first aid to the general public. The course results in a Medic First Aid Instructor Certification. Special course fee and certification fee. Open only to Track 2 RDM majors or by special permission of instructor.

**304 Recreational Diving Specialties (3)**

The course is designed to train individuals in four highly marketable areas of speciality diving. Principles and practices of deep diving (within specified limits), wreck diving or enclosed area penetration, underwater hunting and collecting, and night diving are thoroughly examined. Students learn to prepare outlines, including learning and performance objectives for each of the areas of specialization. Training occurs both in local waters and in the Bahamas. Prerequisite: RDM 230 or ISR 213. (Special course fee and certification fee)

**305 Teaching Recreation Diving Specialties**

A course which educates the student in the planning organizing and directing phases of conducting courses in Underwater Hunter, Wreck Diver, Deep Diver and Night Diver. Subjects include teaching techniques, marketing and promotion, and safety techniques. Leads to certification as an instructor in the four topic areas. Course is held in conjunction with the lab portion of RDM 304 (required) so that students may observe and interact with the training of actual speciality diving students. Special course fee and certification fee. Open only to RDM Track 2 majors.

**308 Underwater Photography (3)**

Underwater photography is designed to give the student a solid background in one of the most rapidly growing and highly marketable specialty certifications in the diving industry. The course explores the physics of light underwater, the mechanics of photography, filter usage, underwater lighting, composition, and macro as well as 35mm underwater photography. Students also learn to solve problems in the field, to develop an outline and performance objectives for an underwater photography speciality instructor certification, and to produce their own audiovisual training aids for use in their Instructor Certification course. Prerequisite: ISR 155 or Open Water SCUBA Certification and ART 203. (Special course fee and certification fee)

**309 Teaching Underwater Photography**

A course which educates the student in the proper techniques of teaching underwater photography. Lecture information covers principles of underwater photography and techniques for teaching this highly marketable course. The course is held in conjunction with the lab portion of RDM 308 (required) so that students may observe and interact with actual students in training. Special course fee and certification fee. Open only to Track 2 RDM majors.

**314 Scuba Equipment Repair and Maintenance (3)**

The student receives instruction in theory and design of today's complex diving equipment including regulators, buoyancy compensators, depth indicators and pressure gauges. Major manufacturers' representatives participate in clinics that detail maintenance of specific types of equipment, and the student receives a license to repair that equipment upon successful completion of the course. Students also learn to trouble-shoot malfunctions in the field and to adapt equipment to meet the needs of the individual diving environment. Prerequisite: RDM 302 (Special course fee and certification fee.)

**325 Seamanship (2)**

An introduction to the theories of ocean navigation, the basic rules of the road, basic boat repairs, ocean environments, U.S.C.G. licensing requirements, marine internal combustion engines and marlinspike seamanship. Course content is designed to assist in completion of Coast Guard written requirements for the captain's license and to give students basic skill in boat handling. Prerequisite: ISR 211, ISR 212 (Special course fee)



**400 Dive Store Retailing (2)**

The course is designed to familiarize the student with the theory and practice of owning and operating a retail business within the diving industry. Topics include marketing, sales techniques, sales staff management, the selling environment, telephone sales and financial responsibilities as practiced in the diving industry. Students also learn to sell diving instruction as part of their overall approach to establishing a successful retail business. Prerequisite: MGT 305, MKT 306, RDM 314.

**404 Scuba Instructor (3)**

The Instructor Certification course is only open to students who have completed the sequence of diving courses in the major. A large portion of the course is devoted to exploring advanced topics in learning theory, teaching application, speaking techniques, audiovisual usage, training aid development, student testing and evaluation, and legal issues concerning diver education. Students are evaluated in practical skills and teaching ability in a simulated diving class environment, and are given example lectures by staff and outside evaluators as well as demonstrations of proven educational methods in diver training. This course also employs a seminar format which gives the student the opportunity to speak with and listen to guest lectures from the diving industry. Students participate in a variety of resume writing and job search workshops to improve their job search skills. Independent research projects are chosen by the student and the research is carried out and presented in a department-sponsored diving symposium and openhouse for the local community. Students who successfully complete this course will receive an internationally recognized certification as a SCUBA Instructor. Prerequisite: Required sequence of courses (Special course fee and certification fee)

**405 Instructional Staffing**

A course designed to allow the student the opportunity to participate in the training of new diving instructors. Students attend special lecture sessions prior to participation in the classroom, confined water and open water portions of RDM 404. Students must attend both the lecture portion and the entire RDM 404 course. Students must have completed all the RDM major courses prior to enrollment. Subjects include an orientation of instructional philosophies and systems, how to conduct an instructor course and how to market those courses within established business channels. Special course fee and certification fee. Open only to Track 2 RDM majors.

**492 Workshop (1-3) (1-3)****SOCIAL SCIENCE**

A minor in Social Science (21 credits) includes six of Political Science (including POS 201); 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.

Sociology offers three alternative programs. A major in Sociology requires 30 credits including SOC 201, 370, 409, and 423. The student may select a general program including 12 hours above and 18 elective hours. A student wishing to pursue a concentration in Urban-Ethnic Studies will include SOC 324, 407, and 499. A concentration in Criminal Justice will include SOC 103, 211, 221, and 302. MAT 152 is a prerequisite to SOC 409.

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**

#### **103 The Criminal Justice System (3)**

A survey of the philosophical and historical trends that make up the criminal justice system. Also included is an evaluation of the criminal justice system including: current trends, career orientation, agencies and processes. Same as CRJ 103.

#### **201 Introduction to Sociology (3)**

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

#### **211 Corrections in America (3)**

Presents an historical review of correctional and penal institutions as well as the current state of achievement. Also stresses needs and directions for future efforts—that which need to be done, in contrast to that which has and is being accomplished. Same as CRJ 211.

#### **221 Law Enforcement (3)**

Law enforcement and police operations affect the democratic process more crucially than any other aspect of public policy. This course looks at the discretionary conduct of policemen, the development of police power and the degree which the police officers perform their tasks in accordance with community values and needs. Same as CRJ 221.

#### **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.

#### **302 Juvenile Delinquency (3)**

A theoretical and empirical study of the extent of delinquency. The student will also evaluate the problems involved in measuring delinquency and the role of the police, courts, and a critical examination of treatment and prevention programs. Same as CRJ 302.

#### **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.

#### **330 Sociology of Sport (3)**

To examine through a sociological perspective, the positive and negative consequences of the way sport is organized in society. Prereq: SOC 201 (Also SMA 330)

#### **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.

#### **349 Sociology of Religion (3)**

Analytical approach to the problem of reciprocal incidence and dependence between "religious" phenomena and the socio-cultural world; deals principally with classical sociologists, Marx, Freud, Durkheim, Malinowski, Weber and their views on the function of religion and the process of secularization. Same as THE 465.

#### **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.

**487 Seminar (3)**

Intensive exploration of a particular topic relevant to sociology.

**499 Internship (3-6)**

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

**359, 459 Independent Study**

Opportunity for extensive research in sociology in areas of special interest to the student. Dean and Departmental approval required.

## **SPANISH**

The Spanish program provides students with proficiency in the four basic skills — listening, speaking, reading and writing — and gives them a deeper understanding of the Hispanic culture. It aims to prepare Spanish majors not only to teach, but also to broaden their career opportunities by gaining proficiency in Spanish. Translating and interpreting, diplomatic service, international business and industry, social welfare, law, nursing, allied health communications and services, among others, are areas enhanced by the command of Spanish.

In the Spanish three-track program, students are placed according to their level of proficiency and may choose among the following courses:

Track I, for non-natives learning the language, includes SPA 101, 102, 150, 151, 153, 203, 204, 250, 251, 307, 315, 316, and 317. SPA 101, 102, 203, and 204 may be taken under the accelerated option, which enables students to earn 6 credits in one semester instead of the usual 3 credits.

Track II, for students from a Hispanic background with no formal training in the language, includes SPA 315, 316, 317, and, when sufficiently advanced, any Special Topic (300), or any other literature course.

Track III, for native speakers or non-natives with command of the language, includes SPA Special Topic (300), 315, 316, 317, 355, 356, 359/459, 360, 361, 366, 431, 440, 443, 447, 476, 487.

The Spanish major consists of a minimum of 30 credits. The minimum grade of C is required in all major courses.

At the end of the program, Spanish majors must complete satisfactorily a comprehensive examination and an integrative research paper approved by a committee of Spanish faculty. Prerequisite for the paper: SPA 486, Research Seminar (01 cr).



Under the direction of their advisors, Spanish majors will choose courses distributed among the following areas:

**Survey Courses** (minimum of 12 credits):

- SPA 355 Survey of Spanish Literature I
- SPA 356 Survey of Spanish Literature II
- SPA 360 Survey of Hispanic-American Literature I
- SPA 361 Survey of Hispanic-American Literature II

**Period Courses** (minimum of 6 credits):

- SPA 440 Spanish Literature of the Golden Age
- SPA 443 Twentieth-Century Spanish Literature
- SPA 447 Contemporary Hispanic-American Fiction or appropriate
- SPA 300 Special Topics (appropriate courses)
- SPA 487 Seminar

**Authors/Genres Courses** (minimum of 6 credits)

- SPA 366 The Hispanic-American Novel
- SPA 300 Special Topics (appropriate courses)
- SPA 487 Seminar

**Language/Writing/Teaching Courses** (minimum of 6 credits)

- SPA 315 Reading and Writing I
- SPA 316 Reading and Writing II

Students who are planning to teach should add SPA 476, Teaching Foreign Languages: K-12.

Placement in Spanish classes is determined by testing of new students at the time of first enrollment.

Up to six credits in French or Spanish will be granted for CLEP upon completion of at least six credits in Spanish or French beyond the elementary level taken at Barry University.

**SPANISH MINOR**

The Spanish Minor is available under two options: a general minor consisting of 21 credit hours in Spanish, and the Certificate Program in Translation and Interpretation (21-24 credits).

**CERTIFICATE PROGRAM IN TRANSLATION AND INTERPRETATION**

**Required courses:**

SPA 315	Reading and Writing I	3
SPA 316	Reading and Writing II	3
SPA 325	Introduction to Translation	3
SPA 326	Introduction to Interpretation	3
SPA 425	Advanced Techniques of Translation	3
SPA 426	Advanced Techniques of Interpretation	3

**Recommended:**

SPA 499	Internship	3, 3
---------	------------	------

Total: 21-24 credits

## Course Descriptions — Spanish Prefix: SPA

### **101, 102 Elementary Spanish I, II (3) (3)**

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

### **150 Elementary Spanish for Business (3)**

An introductory course in conversational Spanish with an emphasis on business terminology, accurate pronunciation, and practical applications. Language laboratory hours are required. For students with little or no preparation in Spanish.

### **151 Spanish for Health-Care Professionals (3)**

An introductory course in conversational Spanish with emphasis on terminology and applications appropriate to health-care providers. Language laboratory hours are required. For students with little or no preparation in Spanish.

### **153 Intermediate Spanish for Business (3)**

Conversational Spanish with emphasis on business terminology and practical applications. Not open to native speakers or to students with two or more years of Spanish.

### **203, 204 Intermediate Spanish I, II (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 I, II (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 (3-12)**

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

### **307 Advanced Conversation (3)**

Development of speaking skills. Prepared and extemporaneous dialogues, reports, skits on real-life situations, and other projects. For non-native speakers. Prerequisite: SPA 251 or equivalent.

### **315, 316 Reading and Writing I, II (3) (3)**

Readings in Spanish as well as study of grammar, accents, and spelling. Techniques of composition. For native and non-native speakers with command of the language.

### **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 (3)**

Emphasis on basic principles of translation and interpretation. Techniques and resources for professional translations. Prerequisite: SPA 315 or 316 or equivalent.

### **326 Introduction to Interpretation (3)**

Emphasis on basic principles of interpretation. Techniques and resources for professional translations. Prerequisite: SPA 315 or 316 or equivalent.

### **355, 356 Survey of Spanish Literature I, II (3) (3)**

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

### **359/459 Independent Study (3)**

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Approval of Department Chair and Dean.

### **360, 361 Survey of Hispanic-American Literature I, II (3) (3)**

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

### **366 The Hispanic-American Novel (3-6)**

Selected readings, discussion, and analysis of major Hispanic-American novels.

### **425 Advanced Techniques of Translation (3)**

Advanced methods and tools for professional translating. Prerequisite: SPA 325 or equivalent.



- 426 Advanced Techniques of Interpretation (3)**  
Advanced methods and tools for professional interpreting. Prerequisite: SPA 326 or equivalent.
- 440 Spanish Literature of the Golden Age (3-6)**  
Selected readings, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.
- 443 Twentieth Century Spanish Literature (3-6)**  
Selections from the poetry, prose and drama of the twentieth century.
- 447 Contemporary Hispanic-American Fiction (3-6)**  
Discussion and analysis of selected works of the Hispanic-American boom.
- 476 Teaching of Foreign Languages: K-12 (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.
- 486 Research Seminar (1)**  
Required of all majors. Research and completion of final integrative paper.
- 487 Seminar (3-12)**  
Selected literary topics including thematic, genre, and historical approaches.
- 499 Internship (3) (3)**  
Opportunity for students in the Certificate Program in Translation and Interpretation to acquire experience by working with professionals in the field. Prerequisite: SPA 425 or 426. Approval of Department Chair.

## **SPEECH**

### **Course Descriptions — Speech Prefix: SPE**

- 100 American English Phonetics: Vowels (3)**  
Introduction to linguistic theory and study of American English phonetics, with a focus on remediation of foreign accent. Emphasis on articulation of vowel sounds. Intensive individualized instruction. Assignments and examinations. Does not satisfy SPE or ENG distribution requirements. (Also ENG 100)
- 101 Fundamentals of Speech (3)**  
Study and practice of the basic skills in interpersonal and public communication.
- 105 American English Phonetics: Consonants (3)**  
Introduction to linguistic theory and study of American English phonetics, with a focus on remediation of foreign accent. Emphasis on articulation of consonant sounds. Intensive individualized instruction. Assignments and examinations. Does not satisfy SPE or ENG distribution requirements. (Also ENG 105)
- 312 General Speech (3)**  
Experience in varied communication skills, public speaking, group discussion, voice production and classroom teaching.
- 401 Business and Professional Communication (3)**  
Application of principles of speech communication in the presentation of informational reports, conference management, and interviewing.
- 411 Speech Correction for Children (3)**  
Non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See EDU 411.
- 424 Advanced Public Speaking (3)**  
Knowledge of and training in the principles of public communication: audience analysis, research, organization, techniques of speech presentation, ethics, and critical thinking.
- 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 Degree in Sports Information consists of 120 semester hours and requires fifty-one semester hours (51 s.h.) of interdisciplinary study from Communications, Public Relations, Journalism, and

Sport Sciences. Students are urged to minor in Journalism, Public Relations, Fine Arts (Photography/Graphics), or English. Only nine semester hours (9 s.h.) of the Sports Information major may be applied toward another major or minor. The minimum grade of C is required in all courses. Upper biennium level courses are offered on a two-year cycle. SPO 499 meets the integrative experience requirement.

**Distribution**

ENG 111	Freshman Composition & Literature	3
ENG 112	Techniques of Research	3
SPE 101	Fundamentals of Speech	3
	Philosophy/Theology	9
	Humanities/Art	9
MAT 108	Precal Math for Business	3
MAT 152	Elementary Probability & Statistics	3
BIO 220	Intro to Human Anatomy	4
PSY 281	Intro to Psychology	3
SOC 201	Intro to Sociology	3
	Social/Behavioral Sciences	3

46 credits

**Major**

COM 200	Intro to Mass Media	3
COM 390	Principles of Public Relations	3
COM 391	Case Studies in Public Relations	3
JOU 208	Techniques of Reporting	3
JOU 309	Sports Writing	3
SMA 250	Sport and Recreational Management	3
SMA 327	Psychology of Sport	3
SMA 330	Sociology of Sport	3
SMA 380	Facility and Event Management	3
SMA 385	Legal Aspects of Sport	3
SMA 440	Sport Marketing, Promotion, & Fund Raising	3
SMA 487	Senior Sport Management Seminar	3
SPO 351	Media Relations for Sport	3
SPO 499	Internship	3

42 credits

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 203	Basic Photography
ART 205	Introduction to Graphic Design
ART 303	Intermediate Photography



**Journalism:**

JOU 242 News Writing  
 JOU 315 Photojournalism

JOU 470 Seminar in Journalism 51 credits

**Electives** 23 credits

Total 120 credits

**Course Description — Sports Information Prefix: SPO****351 Media Relations in Sport (3)**

A detailed study of professional and collegiate sports and their relationship with the various media outlets. (Also COM 351)

**359/459 Independent Study (3)**

Opportunity for directed research in areas of interest to student. Dean and Departmental Chair approval required.

**499 Internship (3)**

Senior level supervised experience in amateur or professional sports information. Requires a minimum of 120 hours. Dean and Departmental Chair approval required.

**SPORT MANAGEMENT**

The Bachelor of Science Degree in Sport Management consists of 120 semester hours and requires thirty semester hours (30 s.h.) from the Department of Sport and Recreational Sciences and requires a minor (21 s.h.) in Business with co-requisite courses in Communications and Computer Science. The minimum grade of C is required in all major courses. Upper biennium courses are offered on a two-year cycle. SMA 499 (Internship) meets the integrative experience requirement.

**Distribution**

ENG 111 Freshman Composition & Literature 3

ENG 112 Techniques of Research 3

SPE 101 Fundamentals of Speech 3

Philosophy/Theology 9

Humanities/Art 9

MAT 108 Precal Math for Business 3

MAT 152 Elementary Probability & Statistics 3

BIO 220 Intro to Human Anatomy 4

PSY 281 Intro to Psychology 3

SOC 201 Intro to Sociology 3

Social/Behavioral Sciences 3

46 credits

**Prerequisites**

COM 200	Intro to Mass Media	3
CIS 180	Intro to Computers	3

---

 6 credits
**Minor in Business**

BUS 181	Concepts of Business Behavior	3
ACC 201	Financial Accounting	3
ECO 201	Principles of Economics I	3
MGT 305	Management Concepts & Applications	3
MKT 306	Marketing Concepts & Applications	3

Choice of two electives:

BUS 339, 371, MGT 409 or MKT 384	6
----------------------------------	---

---

 21 credits
**Major**

PSY 370	Social Psychology or	
PSY 423	Industrial Psychology	3
ATR 431	Physiology of Exercise	3
SMA 250	Sport and Recreational Management	3
SMA 327	Psychology of Sport	3
SMA 330	Sociology of Sport	3
SMA 380	Facility and Event Management	3
SMA 385	Legal Aspects of Sports	3
SMA 440	Sport Marketing, Promotion & Fund Raising	3
SMA 487	Senior Sport Management Seminar	3
SMA 499	Internship	3-6

---

 30 credits
**Electives**

14-17 credits

**TOTAL**

120 credits

**Course Descriptions — Sport Management Prefix: SMA****250 Sport 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.

**327 Psychology of Sport (3)**

Investigation of typical areas in theoretical and applied sport psychology which are relevant to athletic performance and general physical activity involvement. Prerequisite: PSY 281 (Also PSY 327)

**330 Sociology of Sport (3)**

To examine through a sociological perspective, the positive and negative consequences of the way sport is organized in society. Prerequisite: SOC 201 (Also SOC 330)

**359/459 Independent Study (3)**

Opportunity for directed research in areas of interest to student. Dean and Departmental Chair approval required.

**380 Facility and Event Management (3)**

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



**385 Legal Aspects of Sport (3)**

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

**440 Sport Marketing, Promotions, and Fundraising (3)**

An investigation of the principles, applications, and techniques of marketing, promotions, and fundraising within the various sporting industries.

**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.

**TELECOMMUNICATION**

The B.S. in Telecommunication emphasizes the role and function of the newer technologies (particularly related to voice and data transmission) as emerging communication methods. The rapid expansion of the telecommunication industry since the divestiture of A.T.&T. in 1984 has created professional opportunities in abundance. The degree program emphasizes both effective communication techniques and a knowledge of the technologies employed in the profession, together with a minor in Computer Science.

**Distribution Requirements****45 hours****Major**

TEL 310	Telecommunication Concepts	3 hours
TEL 340	Introduction to Telephony	3 hours
TEL 420	Telecommunication Systems	3 hours
TEL 440	International Telecommunication	3 hours
TEL 490	Telecommunication Final Project	3 hours
COM 200	Introduction to Mass Media	3 hours
COM 441	Internship	3 hours
COM 470	Seminar in Communications	3 hours
COM 495	Communication Law	3 hours
COM 497	Media Management	<u>3 hours</u>
		30 hours

**Corequisites**

*MAT 108	Precal Math for Business	3 hours
*MAT 152	Elementary Probability & Statistics	3 hours
BUS 181	Concepts of Business Behavior	3 hours
*ECO 202	Principles of Economics	<u>3 hours</u>
		12 hours

\* Can be used to partially fulfill distribution requirements.

**Required Minor in Computer Science**

CIS 180	Intro to Computer Science	3 hours
CIS 204	Basic Programming	3 hours
CIS 405	Managing the Automated Office	3 hours
CIS 418	Managing Computer Resources	3 hours
CIS 425	Computer Communication	3 hours
CIS 433	Data Base Management	3 hours
CS 440	Data Communications	3 hours

21 hours

**General Electives**

12 hours

**Degree Total****120 hours****Telecommunication Minor**

TEL 310	Telecommunication Concepts	3 hours
TEL 340	Introduction to Telephony	3 hours
TEL 420	Telecommunication Systems	3 hours
TEL 440	International Telecommunication	3 hours
TEL 490	Telecommunication Final Project	3 hours
COM 200	Introduction to Mass Media	3 hours
COM 495	Communication Law	3 hours

**Course Descriptions — Telecommunication Prefix: TEL****310 Telecommunication Concepts (3)**

An historical study of the technological, commercial, and political facets of communication from the development of electrical communication to modern times. Basic principles include telephony, radio and television, and present-day 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 theories of modulation and multiplexing are studied.

**420 Telecommunication Systems (3)**

Design of a telecommunication system which supports voice, video, data and images. Study of the switched telephone network. Transmission systems layout and major design elements are considered, along with satellite and cable systems.

**440 International Telecommunication (3)**

Examination of relationships between the U.S. government entities and international organizations in developing international policies and standards. The international issues of transborder data flow, satellite space slots, frequency usage, and other issues are discussed.

**490 Telecommunication Project (3)**

Final project which is both comprehensive and analytical in a specific area of telecommunications. Prerequisite: Senior standing and permission of advisor and instructor.

**THEATRE**

Students electing to major in Theatre will find a program both diverse and practical in nature. There are four tracks: Acting, Technical, Liberal Arts and Theatre Management. The Department provides three main stage productions a year with additional student projects in the Black Box Theatre. Additional activities and opportunities available to the theatre major are participation in the New Puppet Theatre Co. and Orchesis Dance Co. which



tour in the Miami area. In addition, Acting, Technical and Theatre Management internships are available in the Junior and Senior year through auditions and Departmental approval with the Ruth Foreman Theatre, an in-residence professional Equity theatre company.

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 42 credits, including TH 105 or 206, 155, 156, 185, 186, 290, 291, 307, 323, 391, 392, 407, 439, 440, 441.

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, 218, 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)**

CIS 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 (3) (3)**

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.

**213 Oral Interpretation (3)**

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

**255 Intermediate Acting (3)**

Role/Play analysis focusing on techniques for in-depth analysis of plays/characters using scenes from contemporary American Theatre. Prerequisite: Th 155, 156 and permission of instructor.

**256 Intermediate Acting (3)**

Advanced scene study in laboratory conditions. Prerequisite: Th 155, 156, 255 and permission of instructor.

**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 (3)**

Provides the student through 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.

**355 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.



**356 Advanced Acting (3)**

Intensive focus on the physical, vocal and emotional preparation necessary for the performance of scenes from Shakespearean plays. Prerequisite: TH 155, 156, 255, 256 and permission of instructor.

**390 Stage Costume Design and Construction (3)**

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

**391 Stage Lighting (3)**

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

**392 Scene Design (3)**

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.

**455 Advanced Acting - Acting for the Camera (3)**

On-Camera workshop focusing on specific acting techniques relevant to Film, TV and commercials. Prerequisite: Permission of instructor.

**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. Dean and Department approval required.

**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.

## **THEOLOGY**

The Department of Theology at Barry believes that the academic study of Religious Thought/Theology is essential to a complete education. The Department fulfills its goals by the pursuit of the following objectives: 1) It studies Roman Catholic Theology in dialogue with other Christian traditions, non-Christian traditions and especially, Judaism. By this objective the Department fulfills Barry's commitment to Roman Catholic Education on the university level; 2) It acknowledges the human search for religious meaning and experience and seeks not only to offer the possibility of a study of the varying approaches to religious witnesses in history, but also to place Roman Catholic theology in communion with that quest; 3) It aspires to a fruitful encounter with other university disciplines since the department believes that theology's concerns are related to all vital human issues.

## **REQUIREMENTS FOR THE MAJOR**

The Major consists of 42 credits for a single major; 36 credits for other major plans. Required courses: 111, and 301 in Biblical Studies; 207, 214, 311 in Christian Studies and 103, 349 and 414 in Religious Studies, as well as the Integrating Seminar, 487. A written or oral comprehensive completes the requirements.

## **REQUIREMENTS FOR THE MINOR**

The Minor consists of 18 credits. The Department will plan a minor to suit the needs of the individual student. A nursing student, for example, might choose 111, 120, 214, 311, 422, plus the seminar (487).

### **Course Categories**

- I. Biblical Studies
  - 111 Biblical Covenant: Introduction to the Bible
  - 122 Jesus and the New Testament
  - 301 Theology of the New Testament: New Testament Studies
  - 304 Theology of the Old Testament
  - 495 Topics in Bible
- II. Christian Studies
  - 120 Christian Understanding of Human Person
  - 207 Christology
  - 208 Church
  - 214 Christian Morality
  - 311 Sexuality, Sex and Morality
  - 327 Peace and Justice
  - 337 History of Christianity
  - 360 Women and Justice in the Church
  - 370 Protestantism
  - 413 Religion and Social Issues
  - 496 Topics in Christian Studies
- III. Roman Catholic Studies
  - 110 Catholicism
  - 180 Ministry I
  - 181 Ministry II
  - 210 Sacraments and Liturgy
  - 220 Marriage in Roman Catholic Tradition
  - 476 Process in Religious Education
  - 497 Topics in Roman Catholic Studies
- IV. Religious Studies
  - 103 World Religions: Religious Experiences of Humankind
  - 134 Judaism
  - 350 Sociology of Religion
  - 351 Future of Religion in America
  - 414 Religious Anthropology
  - 422 Religious Psychology



- 487 Seminar
- 492 Workshop
- 498 Topics in Religious Studies
- 499 Independent Study

### Course Descriptions — Theology Prefix: THE

#### **103 World Religions: Religious Experiences of Humankind (3)**

A survey of the history, beliefs, practices and contemporary influence of the major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Maoism, Shintoism, African traditions, Judaism, Christianity, and Islam; a discussion of a basic methodology for understanding religions.

#### **110 Catholicism (3)**

An explanation of the spirit, beliefs and practices of Roman Catholicism including its understanding of sacramentality, mediation and communion; a study of the Roman Catholic classics and issues confronting Roman Catholicism.

#### **111 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.

#### **120 Christian Understanding of Human person (3)**

An investigation into the question of "What does it mean to be human?", according to Judaeo-Christian teaching; a discussion of the relationship of the human person to self, others, the world, and the Divine as the basis for humanness; a study of the issues involved in these four relationships, e.g., freedom, grace, contemplation.

#### **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.

#### **131 Judaism (3)**

A survey of modern Jewish history to discover roots and traditions of the Jewish people in American, Israeli and Soviet Union...view of the Holocaust and its effects on the world Jewry. The faith, beliefs and practices of Jewish life today.

#### **180 Ministry I (3)**

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

#### **181 Ministry II (3)**

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

#### **207 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.

#### **208 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.

#### **210 Sacraments and Liturgy (3)**

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

#### **214 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.

#### **220 Marriage in Roman Catholic Tradition (3)**

A personally-oriented and practical treatment of the marital union as seen in its Christian theological, psychological, and sexual aspects; and discussion of Christian marriage as a bond of love, as a sacrament, and as a way of human fulfillment.

**301 Theology of the New Testament: New Testament Studies (3)**

A study of specific themes or books of the New Testament focusing on particular questions of contemporary Christianity.

**304 Theology of the Old Testament (3)**

Examination of the Theology of the various books or blocks of writing in the Old Testament; an attempt to draw together and present the major themes, motifs, and concepts of the Old Testament; a study of the relationship between the Old Testament and the New Testament.

**311 Sexuality, Sex and Morality (3)**

An analysis of the nature of sex and sexuality, according to the sources and developments of Christian thought; the integration of those concepts into a contemporary moral and ethical system.

**327 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.

**349 Sociology of Religion (3)**

Analytical approach to the problem of reciprocal incidence and dependence between religious phenomena and the socio-cultural world; deals principally with the classical sociologists, Marx, Freud, Durkheim, Malinowski, Weber and their views of the function of religion and the process of secularism. Same as SOC 349.

**351 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.

**360 Women and Justice in the Church (3)**

An investigation of the anthropological, philosophical, and theological development of the roles of women in society and the Church; women, men and personhood; the experience of women in the Gospels and in the life of the early and contemporary Church; goals for a just society and Church.

**370 Protestantism (3)**

An introduction to the thought of the principle reformers: Luther, Calvin, Zwingli, Wesley; a study of speculative and practical forces operative in the fifteenth-sixteenth centuries which gave rise to the reforming movement; the formulation Protestant Orthodoxy.

**413 Religion and Social Issues (3)**

A study of the influence of religious convictions in confronting major social issues of today's world, e.g., population growth, famine, ecology, liberation and revolution, truth as a social issue, wealth, taxation.

**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.

**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.

**476 Process 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)**



**495 Topics in Bible (3)**

Specific themes, books, texts are chosen which have materialistic interest and relevance to the contemporary world.

**496 Topics in Christian Studies (3)**

The topics will change regularly and will be published within the department.

**497 Topics in Roman Catholic Studies (3)**

The topics will change regularly and will be published within the department.

**498 Topics in Religious Studies (3)**

The topics will change regularly and will be published within the department.

**499 Independent Study (3)**

Contract will be formulated by the professor and the student and approved by the dean.

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

- 141 Teaching Religion in the 80's (1) (1)
- 142 Introduction to Sacraments (1) (1)
- 143 Moral Theology I & II (1) (1)
- 152 Introduction to Scripture (1) (1)
- 153 Foundations of Catholic Faith (since Vatican II) (1) (1)
- 160 Sacraments of Christian Initiation (1) (1)
- 161 The Church in Vatican Council II Documents (1) (1)
- 162 Prayer: Liturgical and Personal (1) (1)
- 163 Justice as Dimension of the Gospel (1) (1)
- 170 Coordinating the Religious Education Program (1 credit)
- 171 RCIA: Rite of Christian Initiation of Adults & Evangelization (1 credit)
- 172 Evangelization: Implications for Religious Education (1 credit)

**WOMEN'S STUDIES**

The Women's Studies Certificate Program provides students with the opportunity to take courses designed to highlight the roles and contributions of women. Courses have been developed in a variety of subject areas to emphasize the interdisciplinary nature of the field. The certificate requires a minimum of 15 credits selected from the courses listed below and includes:

WMS 201 Introduction to Women's Studies

PSY 306 Psychology of Women

SPA 480 Women in Hispanic Literature

Special topics such as: Women in Literature

Biology of Women

Sexual Politics

Women in Latin America

Students can opt to have the Women's Studies Program listed as a minor on their transcripts.

Advising for the Women's Studies Program originates within the Department of English and Foreign Languages.

## Course Description — Women's Studies Prefix: WMS

### 201 Women's Studies (3)

This course provides an overview of Women's Studies from various theoretical viewpoints. It examines the relevance of the area to diverse fields such as biology, psychology, management, economics, religion, etc.

### 300 Special Topics (3)



# School of Arts and Sciences

Shirley S. Paolini, Ph.D., Dean  
John F. O'Grady, S.S.D., Assistant Dean  
Graduate Programs

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

- Clinical Psychology, M.S.
- Communication Media, M.A.
- English, M.A.
- Health Care Ministry, M.A.
- Jewish Studies, M.A.
- Pastoral Ministry for Hispanics, M.A.
- Telecommunication Management, M.S.
- Theology, M.A.
- 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.
- Sufficient undergraduate preparation or life experience. Some departments may choose to administer an examination.
- A minimum score of 40 on the Miller Analogies Test (MAT) or of 1000 on the Graduate Record Examination (GRE).
- Two letters of recommendation.
- A short essay on personal career goals and how a graduate degree from Barry will help to fulfill these goals.

Provisional acceptance may be granted by the Department

Non-degree-seeking acceptance is determined by the Office of Admissions with proof of bachelor's degree and departmental approval.

Non-degree and provisional acceptance may be changed to regular matriculation upon: completion of documentation, completion of six hours of graduate work receiving a "B" or better, and/or the completion of Departmental requirements.

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.

**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

Wade Silverman, Ph.D., Chair  
Department of Psychology

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.
- Prerequisites in abnormal psychology, developmental psychology, tests and measurements, and theories of personality (12 undergraduate credit hours)
- A combined score of at least 1,000 on the verbal and quantitative sections of the GRE.

## 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 564	3 s.h.	Human Development-Lifespan
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 3 s.h. Clinical Ethics (Prerequisite, 30 s.h.)  
 PSY 616 3 s.h. Experimental Design (Prerequisite, PSY 605)  
 PSY 650 3 s.h. Masters Project (Prerequisites, PSY 605, PSY 616)  
 PSY 665 3 s.h. Clinical Practicum (Prerequisite, completion of all course work; 42 s.h.)

(Requirements may change to reflect changes in licensing laws.)

**ELECTIVES (9 semester hours)**

- PSY 552 3 s.h. Child and Adolescent Psychopathology  
 PSY 594 3 s.h. Substance Abuse  
 PSY 598 3 s.h. Advanced Topic Seminar  
 PSY 620 3 s.h. Behavior Modification  
 PSY 623 2 s.h. Psychopharmacology (Prerequisite, PSY 590)  
 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.

**564 Human Development Throughout the Lifespan (3)**

Physical, social, sexual and emotional development throughout the lifespan with emphasis on growth crises at major developmental stages. Particular focus on an understanding of human sexuality and psychosocial relationships, including clinical applications, theories and techniques.

**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.

**594 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.



**603 Clinical Methods (3)**

Focuses on the process of clinical interactions, provides introductory experience in psychological interviewing, communication and assessment. Introduces the essentials of the therapeutic relationship, offers initial experiential opportunities and practice in diagnostic and therapeutic skills.

**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 — Personality Testing (3)**

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

**615 Clinical Ethics (3)**

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.

**633 Psychodynamic 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 (3)**

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills will be practiced. Prerequisite: completion of all course work. 42 s.h. Special fee for malpractice insurance required.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering offering graduate programs.

# Master of Arts Communication Media

Robert T. Jones, Ph.D., Chair  
Department of Communication

The purpose of the Master of Arts in Communication Media is to prepare individuals for careers in the various communication media, including broadcasting, public relations, cable television, corporate communication, and the like. Individuals may elect a generalist program with a minimum of requirements or concentrations in:

- Media Production and Programming
- Media Management
- Public Relations
- Corporate Communication.

The focus of the program is effective communication through the media including analysis of the intended audience, selection of appropriate channels of communication, design of messages, research on the impact of the message, and so on.

## GRADUATION REQUIREMENTS

The Master of Arts in Communication Media requires the successful completion of the required common core (6 hours) plus 27 hours for a minimum of 33 credit hours. Four 12-hour concentrations are available with specific requirements. The student may elect up to two concentrations, or select the generalist program which has no specific course requirements beyond the common core courses.

A cumulative average of "B" (3.0) or better is required for graduation, with no grade below a "C" accepted. The student is also required to successfully complete a comprehensive examination during the final semester of the program. A maximum of 6 graduate semester hours with a grade of "B" or better may be transferred into the program with the approval of the graduate advisor and the Department Chairman.



## **ADMISSION REQUIREMENTS**

- See School of Arts and Sciences requirements, Graduate.

Provisional admission to the program may be granted should the student not meet the requirements but show exceptional promise or have extensive professional experience. Students who do not have a background in the profession may be required to take specific coursework beyond that specified for the degree in order to meet basic entrance criteria required for graduation.

## **DEGREE REQUIREMENTS**

### **Required Core: (6 Hours)**

- COM 637 Research Methods (3)
- COM 593 Message into Medium (3)

### **Generalist Degree:**

Students electing not to take a concentration may elect a generalist degree. In addition to the Required Core (6 hours) the student must take a minimum of 27 hours of graduate level courses labeled COM or TEL. A maximum of 6 hours outside the department may be selected with the approval of the graduate advisor.

### **Concentrations: (12 Hours)**

Students may elect more than one concentration.

#### **Media Production and Programming:**

- COM 591 Television Production and Directing (3)
- COM 598 Broadcast Journalism (3)
- COM 605 Advanced Television Directing (3)
- COM 626 Media Programming (3)

#### **Media Management:**

- COM 595 Communication Law (3)
- COM 597 Media Management (3)
- COM 628 Management Issues in Communication (3)
- COM 626 Media Programming (3)

#### **Public Relations:**

- COM 596 Electronic Media Advertising (3)
- COM 598 Broadcast Journalism (3)
- COM 690 Public Relations Tools and Techniques (3)
- COM 691 Public Relations Campaigns (3)

Note: Students who did not have undergraduate Public Relation classes will be required to complete COM 590 — Public Relations Principles and Case Studies prior to COM 690 or COM 691.

#### **Corporate Communication:**

- COM 595 Communication Law (3)
- COM 605 Advanced Television Production (3)
- COM 622 Corporate Video
- COM 690 Public Relations Tools and Techniques (3)

### **Guided Electives:**

Depending on the number of concentrations selected, the student will have several credit hours remaining to fulfill the degree requirements. These guided electives selected from COM and TEL graduate level courses with a maximum of 6 hours from areas outside of the department.

### **Course Descriptions — Communication Prefix: COM**

**All courses numbered 500 to 599 are open to properly qualified undergraduates with the permission of the advisor and the instructor.**

**590 Public Relations Principles and Case Studies (3)**

Analysis of Public Relations principles and techniques through a variety of case studies and application of those principles and techniques to a Public Relations campaign.

**591 Television Production and Directing (3)**

Integration of television studio facilities, scripting, and production techniques into directing of basic television formats. Directing exercises and individual projects including planning, producing, directing and crew work.

**593 Message into Medium**

Theories of persuasion, propaganda, information processing, social values and impression formation. Examination of human encoding process and practical techniques to correct for perceptual problems.

**595 Communication Law (3)**

Studies in the current laws governing the mass media. Role of the FCC, audience ascertainment, libel, privacy and First Amendment issues.

**596 Electronic Media Advertising (3)**

Examines revenue producing process for electronic media. Practice in developing and presenting media plans, use of databases, solution of real world advertising problems. Role of electronic media in advertising.

**597 Media Management (3)**

Problems and concerns in management of the media. a radio/tv station. Practical experience in resolving business problems, promotion, sales, advertising, financing and regulation. Major project required.

**598 Broadcast Journalism (3)**

Principles of journalism applied to the electronic media. Extensive experience in field reporting and writing news copy.

**599 Internship (3-6)**

Practical experience in communication in a professional setting.

**All courses numbered 600 and above are open only to students with a baccalaureate degree or its equivalent.**

**605 Advanced Television Production (3)**

Operation and integration of facilities and resources: studio, control room editing, script writing, and direction of television programs. Emphasis is placed on program planning, writing, directing, producing and creative expression. Prerequisite: COM 491/591 or equivalent. (Studio Fee)

**615 Communication Management (3)**

Advanced study of the development and present structure of the communication industry; management theories; financial aspects of the communication media.

**621 Future Technologies (3)**

Introduction to contemporary communication technologies and projection of technologies of the future. Study of the impact of technology and change on the individual and society.

**622 Corporate Video (3)**

An overview of non-broadcast video applications especially suitable for use in both industry and schools. Emphasizes development of training materials, interactive video, and video teleconferencing.



**626 Media Programming (3)**

Overview of programming categories, network and local formats, research and programming strategies used in the media.

**628 Management Issues in Communication (3)**

Examination of key concepts in the management of various communication systems and their application. The role of management in the planning, operation and evaluation of systems.

**634 Writing Fiction for the Media (3)**

Study of the elements of drama in particular relation to the visual image. Development of characterization and plot structure consistent with the media.

**637 Communication Research (3)**

Study of the methods, standards, practices, and expectations for the conduct of graduate study and research. Communication theory and analysis of research in communication.

**644 Satellite Communication (3)**

Study of the scope and potential of the communication satellite including technical dimensions of uplinking video, audio and data signals.

**690 Public Relations Campaigns (3)**

Application of theories and practices of public relations by presenting major public relations campaigns (local, state, and national) concerning the pressing issues facing organizations and its societies.

**691 Public Relations Tools and Techniques (3)**

Implementation of the state-of-the-art tools and techniques needed to address contemporary Public Relations issues and problems.

**694 Graduate Internship (3-6)**

On-site practical experience in media communication setting. Prerequisite: 24 Graduate Credit Hours, and permission of advisor and instructor.

**698 Graduate Seminar in Communication (3)**

Identification and examination of selected topics in communication. May be repeated under different topic titles.

**699 Graduate Project (3-6)**

The Graduate Project is a culminating experience synthesizing the student's program of study. The project may take the form of a thesis or other format with the approval of the Graduate Advisor.

**701 Directed Graduate Study (1-6)**

Individual or small group tutorials. Content is developed for specific interests and needs of student(s). May be repeated. Permission of advisor and instructor.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

# Master of Arts English

Laura S. Armesto, Ph.D., Chair  
Department of English and Foreign Languages

The graduate English program, inaugurated in 1954, is designed for teachers of English in high school or community college, for professionals in various fields whose jobs require writing, 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 1 offers the traditional concentration in literature; Track 2 offers a concentration in rhetoric. Both tracks may be followed on a part-time basis. Most courses are offered in the evening or on Saturday.

## **ADMISSION REQUIREMENTS AND POLICIES**

- School of Arts and Sciences requirements, graduate section.
- An acceptable score on the Miller Analogies Test.
- A substantial paper demonstrating writing competency

## **PROGRAM AND REQUIREMENTS**

Students must complete a minimum of 24 credits with a B average, a final written comprehensive examination, and a thesis (6 cr.).

The thesis may be a paper in research or analysis. The Chair, after approving the topic, will assign an advisor and a reader. Final, approved copies of the thesis must be submitted on the date specified in the academic calendar included in each semester's schedule.

The comprehensive examination, taken in the last semester of course work and after acceptance of the thesis by the Department, covers the candidate's knowledge in the entire field of English language and literature or rhetoric. 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 phil-



osophical 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 are responsible for signing up for graduation when they register for the semester in which they expect to graduate.

Students are also responsible for registering for comprehensive exams by notifying the Department Chair within the first two weeks of the semester in which they expect to graduate.

Students must take 24 credit hours from these four areas:

**Track 1: Literature Concentration**

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, ENG 603, Seminar in English Studies, and ENG 691, Comparative Literature.

The remaining 6 credits are fulfilled by the master's thesis.

**Track 2: Rhetoric Concentration**

ENG 502	Principles of Rhetorical Invention	3
ENG 506	Rhetorical Analysis	3
ENG 510	Advanced Grammar	3
ENG 511	Classical Rhetorical Theories	3
ENG 512	Modern Rhetorical Theories	3
ENG 602	Literary Theory and Criticism	3
ENG 606	Advanced Argumentation	3
		<hr/>

21 cr.

The additional 9 credits are to be satisfied by one course (3 cr.) chosen by the student from the remaining English offerings and a thesis (6 cr.).

## Course Descriptions — English Prefix: ENG

**All courses numbered 500 are open to qualified undergraduates.**

**501 Introduction to Linguistic Theory (3)**

Main areas of linguistic study, including language acquisition, language and the brain, language change, and language variation (regional, social, situational). Exploration of relationship between linguistic theory and composition theory.

**502 Principles of Rhetorical Invention (3)**

Examination of the art, methods, and theory of rhetorical invention; its development from classical topoi to more contemporary approaches; use of such methods.

**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.

**506 Rhetorical Analysis (3)**

In-depth analysis of advertisements, speeches, film, and literature from a rhetorical perspective.

**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 Classical Rhetorical Theories (3)**

History of rhetoric from the Greco-Roman period to the mid-twentieth century. Attention will be given to the major figures, texts, and movements.

**512 Contemporary Rhetorical Theories (3)**

Study of the development of a contemporary rhetoric based on cognitive/developmental psychology, current developments in linguistics, and contemporary empirical research and discourse theory. Prerequisite: ENG 511 or permission of Department Chair.

**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 (3-12)**

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 (3-12)**

Selected works of the twentieth century.

**576 Teaching English in the Middle and Secondary School: 6-12 (3)**

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

**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 (3-6)**

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.

**606 Advanced Argumentation (3)**

Writing that aims to convince and persuade; study of invention, audience, logic, case construction, ethical appeal. Analysis and writing of argumentative and persuasive discourse.

**607 Historical/Comparative Linguistics (3)**

Elemental concepts of language and its use, with special emphasis upon modern syntax. Prerequisite: ENG 501 or permission of Department Chair.

**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.

**620 Age of Chaucer (3-6)**

Seminar in selected authors before 1500.

**621 Renaissance Studies (3-6)**

Seminar in selected authors, 1500-1660.

**623 English Classicism (3-6)**

Seminar in selected authors, 1660-1800.

**634 Major Writers of the Nineteenth or Twentieth-Century (3-6)**

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.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all Departments/Schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for Departments/Schools offering graduate programs.

# 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.
- Also an adequate undergraduate preparation in Jewish Studies or a satisfactory score on the Jewish Beliefs and Practice Exam
- 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 Science Telecommunication Management

Robert T. Jones, Ph.D., Chair  
Department of Communication

The Master of Science in Telecommunication Management provides the building blocks required to prepare leaders to manage the demanding changes occurring in the Telecommunication industry. Throughout the program students deal with conceptual issues, identifying new problem areas which arise, seeking solutions which are technically sound, as well as managerially and economically viable. The program seeks to develop an understanding of the telecommunication technology, its application and impact, as well as how it relates to corporate management and the user.

The Master of Science in Telecommunication Management is interdisciplinary in its approach. Administered by the Department of Communication of the School of Arts and Sciences, the program is a cooperative venture with the School of Business and the School of Computer Science. The program emphasizes the managerial, communication, humanistic, and application aspects of telecommunication. Although the Program is not a technical degree the student should be prepared to deal with courses requiring knowledge of math, computer hardware and software, and economics and finance.

## **GRADUATION REQUIREMENTS**

The Master of Science in Telecommunication Management requires the successful completion of the required common core (27 hours) plus 9 semester hours for a minimum of 36 credit hours. A cumulative average of "B" (3.0) or better is required for graduation, with no grade below a "C" accepted. The student is also required to successfully complete a comprehensive examination during their final semester of the program. A maximum

of 6 graduate semester hours with a grade of "B" or better may be transferred into the program with the approval of the graduate advisor and the Department Chairman.

### **ADMISSION REQUIREMENTS AND POLICIES**

- See School of Arts and Sciences requirements, graduate section.

Provisional admission to the program may be granted should the student not meet the requirements but show exceptional promise or have extensive professional experience. Students who do not have a background in the profession may be required to take specific coursework beyond that specified for the degree in order to meet basic entrance criteria required for graduation.

### **DEGREE REQUIREMENTS**

#### **Required Core Curriculum (27 credits)**

TEL 615	Telecommunication Information System Management
TEL 625	Telecommunication Systems
TEL 628	Management Issues in Telecommunication (3)
TEL 636	Transmission Systems (3)
TEL 637	Communication Research (3)
TEL 644	Satellite, Radio, & Fiber Optic Systems (3)
TEL 655	International Telecommunication (3)
MBA 600	Management
CS 540	Data Communication

#### **Guided Electives (9 credits)**

The candidate together with the graduate advisor will select 9 graduate credit hours from courses designated TEL, COM, MBA, and CS to round out the program based on the student's interests and intended area(s) of specialization. Courses from other designations may be elected with the permission of the advisor and the Department Chair.

#### **Course Descriptions - Telecommunication Prefix: TEL**

**Courses numbered 500 - 599 may be taken by properly qualified undergraduates with the permission of the advisor and the instructor.**

##### **597 Case Studies in Telecommunication (3)**

Case studies in resolving business problems, technical issues, and regulation in the management of the telecommunication industry.

**All courses numbered 600 and above are open only to students with a baccalaureate degree or its equivalent.**

##### **615 Telecommunication Information System Management (3)**

Study of the project management approach to telecommunication and information systems management including work breakdown structure, time estimating, resource allocation, control tools, project life cycles, and the role of the project manager.

##### **621 Future Technologies (3)**

Introduction to contemporary communication technologies, and projection of technologies of the future. Study of the impact of technology and change on the individual and society.



**622 Corporate Video (3)**

An overview of non-broadcast video applications especially suitable for use in both industry and schools. Emphasizes development of training materials, interactive video, and video teleconferencing.

**625 Telecommunication Systems (3)**

Examination of design, implementation, and system architecture of analog and digital systems network. Advantages and limitations of transmission media and switching equipment, and compliance with international, national, and industrial standards.

**628 Management Issues in Telecommunication (3)**

Examination of key financial concepts in the management of various telecommunication systems and their application. The role of economic analysis in the planning, operation, and evaluation of communication systems.

**636 Telecommunication Transmission Systems (3)**

System approach to the transmission and subdisciplines associated with a unified telecommunication system. Focus on speech telephony, data, facsimile, video, fiber optic, and digital radio. Concepts and techniques common to point-to-point transmission disciplines. (Prerequisite: TEL 625 or approval of instructor.)

**637 Communication Research (3)**

Study of the methods, standards, practices, and expectations for the conduct of graduate study and research. Communication theory and analysis of research in communication.

**642 Computers in Telecommunication (3)**

Development of computers as a telecommunication tool; theory of man-machine communication; difficulties in use of computers by humans; future uses of computers in media technology; computer control of telecommunication equipment; graphic generation. (Lab Fee)

**644 Satellite, Radio Systems, and Fiber Optics (3)**

Study of system techniques for radio links and Fiber Optics in point-to-point service; design of line of sight analog and digital microwave/millimeter links, topscatter/diffraction, and satellite systems. (Prerequisite: TEL 625 or approval of instructor.)

**655 International Telecommunication (3)**

Domestic and international issues and innovations in telecommunication and in institutions, including global economic and political forces.

**694 Graduate Internship (3-6)**

On-site practical experience in media communication setting. Prerequisite: 24 Graduate Credit Hours, and permission of advisor and instructor.

**698 Graduate Seminar in Telecommunication (3)**

Identification and examination of selected topics in communication. May be repeated under different topic titles.

**699 Graduate Project (3-6)**

The Graduate Project is a culminating experience synthesizing the student's program of study. The project may take the form of a thesis or other format with the approval of the Graduate Advisor.

**701 Directed Graduate Study (1-3)**

Individual or small group tutorials. Content is developed for specific interests and needs of the student(s). May be repeated. Permission of advisor and instructor.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

**Master of Arts  
Theology  
Master of Arts  
Health Care Ministry  
Master of Arts  
Pastoral Ministry for  
Hispanics**

John F. O'Grady, S.T.D., S.S.D., Chair  
Department of Theology and Philosophy

The Graduate Department of Theology is a community of faculty and students engaged in reflection within an academic context on the meaning of God and the human response to the presence of God. It is characterized by a strong intellectual tradition with considerable diversity among its participants.

The Department provides its service primarily through the search for truth and wisdom in the knowledge of God in Jesus Christ. First among the tools necessary for this effort is knowledge of the Western Christian tradition, including a close acquaintance with its sources and an appreciation for its kinship with Protestant, Eastern Christian, and Jewish traditions. Theological reflection demands as well an openness to experience, an awareness of the world and of contemporary human needs.

The Graduate Department of Theology, as an integral part of a larger community, benefits from the broader perspective of a liberal arts institution, from the multiple viewpoints of a larger faculty, and from the many facilities, cultural opportunities and services which the University and the City of Miami provides.



The program attempts to accomplish this mission through the following goals:

1. assisting students to acquire a firm academic foundation in Christian Theology.
2. assisting students to engage in theological research.
3. integrating insights gained in Theology with actual experience.
4. relating the insights of Roman Catholic Theology to insights from other Christian traditions as well as Judaism and the human religious experience.

#### **ADMISSION REQUIREMENTS AND POLICIES**

- See School of Arts and Sciences requirements, graduate section.
- Sufficient undergraduate preparation or life experience, usually 18 hours of undergraduate Theology or Religious Studies.
- Applicants for the Program in Health Care Ministry will also submit a psychological aptitude for Ministry evaluation. This may be done privately or through the University.
- Personal interview

Provisional acceptance: See School of Arts and Sciences, requirements, graduate section.

Non-Degree seeking acceptance: See School of Arts and Sciences requirements, graduate section.

#### **M.A. IN THEOLOGY**

##### **Requirements for Graduation**

For completion of the degree student must 1) complete a minimum of 30 credit hours, or: complete 27 credit hours and present a satisfactory research paper according to an acceptable style sheet, 2) pass an oral and written comprehensive examination.

##### **Comprehensive Examinations**

The Department will provide the student with a list of questions/topic areas in Old Testament, New Testament, Dogmatic Theology and Moral and Pastoral Theology together with a reading list. The student will prepare these questions from which two questions from each area will be presented on the day of the examination and the student will pick one from each area and respond.

The oral examination will be based on the response to the written examination as well as other questions/topics in the four areas. It will last one hour and will consist of at least three examiners.

**Core Curriculum Required of all Students in Masters Program in  
Theology and in Health Care Ministry**

Old Testament Course  
New Testament Course  
635 Ecclesiology  
636 Christology  
642 Sacramental Theology  
655 Principles of Christian Morality

**THEOLOGY COURSES**

**I. Biblical Studies (O.T.-even; N.T.-odd)**

600 Torah  
601 Synoptic Gospels and Acts  
605 Johanne Literature  
610 Prophetic Literature  
611 Pauline Theology  
612 Wisdom Literature  
634 Selected Topics: Biblical Studies

**II. Roman Catholic and Christian Studies**

635 Ecclesiology: The Mystery of the Church  
636 Christology  
637 The Christian God and the Human Response  
640 Theology of Liturgy  
641 Liturgical Time and Prayer  
642 Sacramental Theology  
643 Rites of Christian Initiation  
650 History of Christianity I  
655 Principles of Christian Morality  
656 Catholic Social Thought  
657 Moral Issues in Interpersonal Relationships  
670 Health Care Ministry  
673 Health Care Ethics  
676 Supervised Ministry I  
677 Supervised Ministry II  
684 Selected Topics in Roman Catholic and Christian Studies

**III. Religious Studies**

685 Religious Psychology  
686 Sociology of Religion and Culture  
699 Selected Topics in Religious Studies  
700 Directed Research  
704 Thesis Research  
729 Continuous Registration



**Course Descriptions — Theology Prefix: THE  
(Includes Health Care Ministry)**

**600 Torah (3)**

An historical-critical study of the Pentateuch in the light of literary, historical, theological, and archeological research on the Old Testament and its environment.

**601 Synoptic Gospels and Acts (3)**

A study of the influences contributing to the crystalization of the primitive Christian catechesis; development of the Gospel literature in the different Christian communities; overview of the characteristic theology of the Matthew, Mark and Luke.

**605 Johanne Literature (3)**

An analysis of the last gospel with special concern for its unique theology. The role of the Beloved Disciple as founder of the community with its emphasis on the faith commitment to the Lord and the love of the brethren.

**610 Prophetic Literature (3)**

A study of the origin and development of the prophetic movement in Isreal and its relationship to other prophetic movements in the Ancient Near East; analysis of the prophetic books of the Old Testament and of the role of the prophets. Major emphasis will be on the prophets from the 8th to the 6th centuries.

**611 Pauline Theology (3)**

An analysis of the genius of Paul as seen in his letters. Paul the founder of Churches, the missionary, his Jewishness and his anthropology which gave birth to the Chrisitan Church of the Gentiles.

**612 Wisdom Literature (3)**

A study of the Wisdom Books of the Old Testament with emphasis on an examination of the position and limits of Wisdom within the message of the Bible; also, an investigation of the wisdom tradition as it extends into the New Testament.

**634 Selected Topics: Biblical Studies (3)**

Topics, issues, and questions will be occasionally chosen and studied from the Biblical and historical perspective with special attention given to contemporary relevancy. The specific topics will be publicized through the department.

**635 Ecclesiology: The Mystery of the Church (3)**

An understanding of the Church as seen in the New Testament with emphasis on the foundations of the Church in the Priesthood of Jesus. The Church as one, holy, catholic, and apostolic and its implications of the Church today.

**636 Christology (3) (Formerly 607)**

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

**637 The Christian God and the Human Response (3)**

A study of the Christian God as Trinity and the human response to this revelation. The course will also consider the nature and destiny of humankind considered in relation to Jesus Christ; special reference to secularization and faith in God.

**640 Theology of Liturgy (3) (Formerly 612)**

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.

**641 Liturgical Time and Prayer (3)**

The nature of liturgy as source and summit of the Church's life. Special attention will be given to: general forms of Christian prayer; the development of structured daily prayer (especially Liturgy of the Hours); and the history and meaning of the liturgical year. Some discussion of the relationship between liturgical time and liturgical environment (especially art and architecture).

**642 Sacramental Theology (3) (Formerly 614)**

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.

**643 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.

**650 History of Christianity I: Apostolic Period to Reformation (3) (was 620)**

Survey of the beginnings, growth and development of Christianity from the Apostolic period to the eve of the Reformation about 1500 A.D.; special emphasis will be placed on the development of doctrine, church structure and liturgy during this time.

**655 Principles of Christian Morality (3) (was 610)**

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

**656 Catholic Social Thought (3)**

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents and episcopal pronouncements from Leo XIII to the present day.

**657 Moral Issues in Interpersonal Relationships (3)**

An analysis of the methods and problems involved in moral decision making in interpersonal relationships such as sexual relationships, relationships of trust and confidence, of superior and subject, of collegiality.

**670 Health Care Ministry (3)**

Theology of Health Care Ministry and the theological meaning of human suffering.

**673 Health Care Ethics (3)**

A study of the theological meaning of human life as a basis for health care ethics. Analysis of ethical methods in health care. Applications to topics including life and death issues, prolongation of life, experimentation, genetics, reproduction and others.

**676 Supervised Ministry I (3)**

A practicum in a specific ministry: Religious Education, Liturgy or Health Care.

**677 Supervised Ministry II (3)**

A continuation of 676 when necessary and part of the requirements especially Health Care Ministry.

**684 Selected Topics in Roman Catholic and Christian Studies (3)**

Topics, issues and questions will be occasionally chosen and studied to suit the needs of individual students or for enhancement of the program. The specific topics will be publicized through the Department.

**685 Religious Psychology (3)**

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

**699 Selected Topics in Religious Studies (3)**

Topics, issues and questions will be occasionally chosen to suit the needs of individual students or for the enhancement of the program. The specific topics will be publicized through the Department.

**700 Directed Research (3)**

A faculty member will direct a student in individual research with the approval of the Chair.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all department/schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

**M.A. IN HEALTH CARE MINISTRY**

The program in **Health Care Ministry** is a new specialization under the approved program, Master of Arts in Theology. The primary focus of the Graduate Program in Health Care Ministry will meet the needs of those individuals employed as Health Care Ministers or who are interested in this ministry. The program is designed to offer both conceptual and practical skills to meet the demands of such a ministry. Such a program continues



the University's commitment to the health care professions as already witnessed in the Academic Health Science Center, the School of Podiatric Medicine, the School of Nursing, and the Health Care Ethics Program in Theology and Philosophy. The mission of the University to serve those in need according to Judeo-Christian Tradition can find special fulfillment in responding to the spiritual and pastoral needs of those in the health care profession and those who are in need of health care.

#### **Objectives**

1. To respond to the growing spiritual and pastoral needs of the older population in South Florida and the increasing number of patients in health care facilities
2. To educate interested students in both theology and pastoral care.
3. To provide on-site experience through co-operation with existing health care facilities.
4. To offer service to members of the health care profession by giving guidance in dealing with patients in a pastoral manner.
5. To continue the mission of the University by providing spiritual and pastoral care to the local community.

#### **Program Curriculum**

The total program consists of 36 credits. Twenty-four are in Theology. Eighteen of these credits form the core curriculum, required of all students seeking an M.A. The other six credits in Theology involve special courses in Health Care Ministry. Six credits are taken in Psychology or Social Work related to the needs of the Health Care Minister and six credits are taken in field experience which integrates knowledge with pastoral involvement.

The Graduate Program in Health Care Ministry is composed of a core-curriculum and specialized courses in Health Care Ministry. The specialized courses have three parts: theological understanding, psychological/sociological basis and field experience.

#### **Core Curriculum**

**The basic theological education for the degree in Health Care Ministry consists of six courses:**

- 635 Ecclesiology
- 636 Christology
- 642 Sacramental Theology
- 655 Principles of Christian Morality
- One Course in the Old Testament
- One course in the New Testament

Individual arrangements may be made to substitute courses from Jewish Studies or some other accredited religious tradition program.

## **Specialized Courses**

### **1. Theology or Health Care Ministry**

Two special courses are required:

THE 670 and THE 673

Both courses are intended to help health care ministers in their relationship with patients as well as health care professionals.

### **2. Psychological Insights for Health Care Ministers**

The students are required to take at least two courses in fundamental aspects of human psychology and counseling and/or guidance to understand more effectively the needs and feelings of the patients. The courses are offered through the School of Education, the School of Arts and Sciences, and the School of Social Work.

### **3. Field Experience**

THE 676 Supervised Ministry, I (3 credits)

THE 677 Supervised Ministry, II (3 credits)

The Field Experience is part of the "chaplaincy training," and provides opportunity for direct contact with patients and staff in a hospital setting. First-hand experience working with staff, patients and families, as well as opportunities to deal with personal reactions to grief, death and depression constitute an integral part of this experience. This program fulfills requirements for certification as chaplains.

The field experience will be conducted at local health care facilities. Selected members of the hospital staffs will participate in the education and training. Discussion of case studies, interpersonal group sessions and individual conferences will be conducted at the University.

The field experience of Health Care Ministry operates in accordance with the standards of certification of the National Association of Catholic Chaplains and other Professional Certification Programs. The experience is divided into two sections each coinciding with an academic semester. The first is offered in the Spring Semester and presupposes at least one course in Theology in Health Care Ministry. The second section is offered in the Fall and presupposes the successful completion of the first section. Not more than one academic year may elapse between the completion of the first section and the beginning of the second section.

### **Requirements for Graduation**

For completion of a degree, students must 1) complete a minimum of 36 credit hours, 2) present a satisfactory research paper according to an acceptable style sheet, 3) pass an oral comprehensive.

### **Comprehensive Examinations**

Students at the end of their studies and Field Experience, will write a paper on the meaning philosophy and theological basis of Health Care Ministry. For the Master of Arts this paper will be approximately 20 pages in length and will show the place of this ministry in the particular religious tradition of the student. Each candidate will also participate in an oral examination



based on the paper emphasizing the theological issues expressed. The Chair will appoint two members of the Department to administer this examination.

Students receiving a Barry University Certificate will write a paper of approximately 15 pages dealing with meaning and theology of Health Care Ministry.

### **Certification Program**

Persons who do not intend to obtain a Masters degree in Health Care Ministry but want to acquire some of its professional training, may enroll in the program as special students. The certification program consists of eighteen credits: six in Theology, three in Health Care Ministry, three in Psychology or Social Work, and six in Field Experience. Program requirements should be completed within a three year period. Upon completion of the 18 credits required, they may be granted a "Barry University Certificate" as testimony of their successful completion of the program. This certificate, however, does not have the authority of "Professional Certification" which may be required by certain professional organizations.

### **M.A. IN PASTORAL MINISTRY FOR HISPANICS**

#### **Required Courses (27 credits)**

- RSP 421/521 Pastoral Planning and Evaluation (3)
- RSP 460/560 Foundations of Theory (3) - same as REL 608.
- RSP 461/561 The Bible: Its Liberating Message (3)  
Same as REL 618
- RSP 462/562 Jesus Liberator & His Community of Faith (3)  
Same as REL 605
- RSP 463/563 The Sacraments & Liturgical Creativity (3)  
Same as REL 614
- RSP 464/564 History of the Church in USA (3)  
Same as REL 609
- RSP 465/565 Anthropology & Spirituality of the Hispanic People  
(3) Same as REL 604
- RSP 466/566 Pastoral Principles for Hispanic Ministry (3)  
Same as REL 624
- RSP 467/567 Ethical Principles & Social Doctrine (3)  
Same as REL 610

#### **Required Skills Workshops (6 credits)**

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

#### **Elective Courses (15 credits)**

- RSP 422/522 Team Work & Team Decision (2)
- RSP 423/523 Psychological Growth and Faith Development (2)
- RSP 424/524 Techniques of Communication (2)
- RSP 426/526 Faith Dynamics (2)
- RSP 431/531 Evangelization & Hispanic Culture (2)

- RSP 432/532 Basic Ecclesial Community (2)
- RSP 433/533 Theology of Ministries (2)
- RSP 434/534 Hispanic Catechesis (2)
- RSP 435/535 Hispanic Youth Ministry (2)
- RSP 436/536 Youth Ministry for Adult Advisors (2)
- RSP 438/538 Hispanic Music & Liturgy (2)
- RSP 439/539 Religion & Sociology (2)
- RSP 440/540 Contemporary Spirituality (2)
- RSP 487/587 Seminar (1-3)
- RSP 570 Directed Research (6)
- RSP 423/523 Psychological Growth & Faith Development (2)
- RSP 424/524 Techniques of Communication (2)
- RSP 425/525 Consciousness-Raising Dynamics (2)
- RSP 426/526 Faith Dynamics (2)

**Course Descriptions — South East Pastoral Institute Prefix: RSP**

**301 Immersion in Spanish Language and Culture (6)**

**Immersion 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.

**409/509 Ministry I (3)**

**Ministerio I**

Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry. Same as REL 409/509.

**410/510 Ministry II (3)**

**Ministerio II**

Focus on response to ministry in the Hispanic community according to the III National Encuentro and the National Pastoral Plan; special emphasis on development of ministerial skills and practical issues for parish and diocesan ministry. Same as REL 410/510.

**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 Psicologico 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 intercultural communication, and ways of facilitating or blocking it; concrete application to communication in the family, community of faith and pastoral work.

**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 Ministeries (3)**  
**Teología de los Ministerios**

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

**434/534 Hispanic Catechesis (2)**  
**Catequesis Hispana**

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

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

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

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

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

**438/538 Hispanic Music and Liturgy (2)**  
**Musica y Liturgia Hispana**

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.

**460/560 Foundations of Theology (3)**  
**Fundamentos de Teologia**

This course is a study of the concepts of revelation, faith, grace, dogma, tradition, and the magisterium. Same as REL 608.

**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) (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 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, Computer Science and Information Systems, English, Jewish Studies, Learning Disabilities, Nursing, Psychology, Reading, Religious Studies, Social Work, Telecommunication. 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.
- 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.

**Counseling and Human Resources Development** — 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 any CED graduate course providing they meet the prerequisites as specified by the School of Computer Science.

**Computer Information Systems** — Students may enroll in any CIS graduate course providing they meet prerequisites as specified by the School of Computer Science.

**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.

**Theology** — Students may enroll in any graduate course in Theology.

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.

#### **704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools graduate programs.

#### **729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

# D. Inez Andreas School of Business

George J. Petrello, Ph.D., Dean  
Elliot Ser, D.B.A., Assistant 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.

## **CLASS ATTENDANCE POLICY**

Students manifest their responsibility in the regularity and punctuality of their attendance at class sessions and other appointed exercises of the School. There are no "free cuts," but absences due to illness or other reasonable causes generally entitle the student to make up missed work. If the number of such absences exceeds three in a three-credit course meeting three times weekly, or, two in a three-credit course meeting twice weekly, the professor should reduce the student's earned grade by one letter. If such absences exceed seven at any point in time during the semester in a three credit course meeting three times weekly, or, five in a three-credit course meeting twice weekly, the student should be issued a grade of "F" in the course.

Absences above three for exceptional reasons may be excused by the professor only if he/she is presented with a medical letter from a physician, or other appropriate significant documentation. As part of this policy three tardies constitute one absence in a course meeting thrice weekly and two tardies constitute one absence in a course meeting twice weekly.



**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 or year at Barry University.

**DEGREE REQUIREMENTS:**

**COREQUISITES (12 semester hours)**

\*MAT 108 Precalculus for Administration & Management

\*MAT 152 Elementary Probability & Statistics

CIS 180 Introduction to Computers

CIS 315 Administrative Applications of Computers

\* 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 Principles of Accounting I

ACC 202 Principles of Accounting II

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	ACC 401 — Accounting Information Systems	3
ACC 336 — Intermediate Accounting II	3	ACC 435 — Advanced Accounting	3
ACC 337 — Intermediate Accounting III	3	ACC 437 — Auditing	3
ACC 360 — Cost Accounting	3		
ACC 362 — Federal Income Tax	3		

Total 24

**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 — Human Resource Management	3	ECO 466 — International Bus. & Finance	3

Total 18

**3. Management:**

MGT 352 — Human Resource Management	3	MGT 409 — Org. Comm. and Behavior	3
ACC 361 — Cost Accounting	3	MGT 425 — Operations Mgmt.	3
MGT 400 — Mgmt. Inf. Sys.	3	ECO 466 — Internl. Bus. & Finance	3

Total 18

**4. Hospitality Management**

HOS 390 — Hospitality Mgmt Concepts	3	HOS 441 — Hospitality Practicum (minimum of 400 hours)	3
HOS 391 — Food and Beverage Mgmt	3		
HOS 392 — Hospitality Marketing	3	HOS 491 — Seminar on Hospitality Mgmt Business Elective (approval req)	3
HOS 400 — Hospitality Info Systems	3		

Total 21

**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
MKT 385 — Consumer Behavior	3		

Total 21

**Special attention should be paid to prerequisites in the following minors.****MINOR IN BUSINESS (21 credits) (Needs approval of dean.)****Corequisites: Math 152; CDP 180**

BUS 181 Concepts of Business Behavior	3
ACC 201 Financial Accounting	3
ECO 201 Principles of Economics I	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



## MINOR IN ECONOMICS (21 Credits) (Approval of Dean)

ECO 201 — Principles of Economics I	3	ECO 430 — Current Economic Issues	3
ECO 202 — Principles of Economics II	3	ECO 466 — Int'l Business & Finance	3
ECO 316 — Banking and Fiscal Policy	3	POS/ECO 406 — Political Econ of	
ECO 351 — Comparative Economics	3	Development	3

### Internship (3) — 443

Business majors may elect an Internship. 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: 3.0 GPA, 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. Applicants initiate internship in the Student Development Center before approval of the Dean's Office.

### Course Descriptions — Accounting Prefix: ACC

#### 201 Principles of Accounting I (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, and sole proprietorships. (Fall, Spring, Summer)

#### 202 Principles of Accounting II (3)

Corporate Accounting. Debt and equity financing; Cost accounting principles; budgeting and management decision-making. Prerequisite: ACC 201. (Fall, Spring, Summer)

#### 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; recognition and measurement of liabilities, stockholders equity, dilutive securities and investments. Prerequisite: ACC 335 (Spring)

#### 337 Intermediate Accounting III (3)

Continuation of Intermediate II (ACC 336). Liabilities, equities, earnings per share, cash flow statement, pensions and leases. Equity accounting for partnerships; interim and segment reporting. Prerequisite: ACC 336. (Fall)

#### 360 Cost Accounting (3)

Principles of cost accounting for both manufacturing and service industries. Topics include income statement measurement and analysis, break-even, job-order and process costing systems, overhead allocation and analysis operational and capital budgeting, variance analysis, scrap and managerial decision-making. This course is for Accounting majors only. Prerequisite: ACC 202. (Spring)

#### 361 Managerial Cost Accounting (3)

Same as ACC 360 except: This course is for non-Accounting majors only. Prerequisite: ACC 202. (Spring)

#### 362 Federal Income Tax (3)

A review of the Internal Revenue code and Regulations from an Accounting/Law perspective. Topics include determinations of income, deductions, exemptions and credits. This course emphasizes individual taxation and sole proprietorships. Prerequisite: ACC 201. (Fall)

#### 400 Accounting Information Systems (3)

Analysis, design, and implementation of manual computer-based accounting systems. Organization, operations, and controls. Preparation of flow charts, documentation analyses, and systems modifications. Internal control in computer-based accounting systems. Prerequisites: CIS 180, CS 315, ACC 335. (Fall)

**435 Advanced Accounting (3)**

Accounting for business expansion; branch accounting, mergers, acquisitions, consolidations, consolidated financial statements; equity method of accounting; accounting for foreign operations; fund accounting. Prerequisite: ACC 337. Senior Status (Spring)

**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 337, 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)

**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. (Spring)

**359, 459 Independent Study (3)**

Opportunity for research in area of special interest. Prerequisite: recommendation by faculty member and approval of the Dean. Junior, Senior status only.

**499 Business Policy Seminar (3)**

A capstone course which integrates the various business disciplines. Using a senior management perspective, the student addresses strategy formulation and implementation in a volatile business environment. The case method of instruction is actively used. 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, Spring, 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. Prerequisite: ECO 201. (Fall, 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)

**406 Political Economy of Development**

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Prerequisite: ECO 201 and 202 and Departmental approval. Same as POS 406.

**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. (Fall)

**Course Descriptions — Finance Prefix: FIN****319 Financial Management (3)**

A basic financial review with emphasis on business decision-making using sound and proven financial techniques. Topics include cash flow, working capital, capital budgeting, future and present value, capital structures, debt/equity analysis and efficient management of assets, leverage and equities. Prerequisites: ACC 201, MGT 209. Junior/Senior status. (Fall, Spring & Summer)

**454 Investments (3)**

Basic course covering techniques, vehicles and strategies for implementing personal and professional investment goals. Topics covered include stocks, bonds, stock exchanges, investment analysis, etc. A broad portfolio approach to investing is used, highlighting risk-return trade-offs. Prerequisites: ACC 201, 202, FIN 319. (Spring)

**Course Descriptions — Hospitality Management Prefix: HOS****390 Hospitality Management Concepts (3)**

Overview of all aspects of the Hospitality industry, including growth and development, departmental structure, operations marketing, accounting, food and beverage services, and the "Innkeeper" philosophy. Future prospects for the industry, career opportunities, and the education and development of future hospitality managers. (Fall)

**391 Food and Beverage Management (3)**

Overview of food and beverage operations, including management and accounting systems, basic terminology, questions of quality control, etc. Basic principles and procedures of effective beverage selection, control and management will also be stressed. Prerequisite: HOS 390. (Spring)

**392 Hospitality Marketing (3)**

Application of modern marketing techniques to the hospitality industry. Planning and execution of marketing strategy — topics include consumer demand, marketing intelligence and planning, advertising and direct mail, outside and in house selling, and trade and industry associations. Prerequisites: HOS 390, MKT 306. (Fall)

**400 Hospitality Information Systems (3)**

Hotel and other service-related computer applications, including computer-assisted processing, reservations, reporting and specialized accounting techniques. Basic computer hardware and software concepts to enable managers to communicate with data processing personnel. Prerequisites: HOS 390, HOS 391, 392, MGT 209. (Fall)

**444 Hospitality Practicum (3)**

Fieldwork in an organization for on-the-job skill development. Normally supervision is provided by a qualified individual in the organization, with frequent consultation by a faculty sponsor. A written report is required of the student. Practicums may be part-time or full-time, but require a minimum of 400 hours of practicum experience. Prerequisites: HOS 391, HOS 392. (Spring)

**491 Seminar in Hospitality Management (3)**

Analysis and synthesis of current problems in hospitality management that are not otherwise covered in the regular curriculum. Interaction will be planned with faculty and select industry executives. Prerequisites: HOS 391, HOS 392, HOS 400. (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, CDP 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, Spring)

**352 Human Resource Management (3)**

The focus of this survey course is to equip the prospective manager with an understanding of the issues involved in effective management of staff. Topic areas discussed include human resource planning, recruitment selection, training/development, EEO, performance evaluation, quality of work life and labor-management relations. 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: CIS 180, ACC 202, MGT 305; Senior status. (Fall)

**409 Organizational Communication and Behavior (3)**

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

### **385 Consumer Behavior (3)**

An analysis of the actions and decision processes of individuals and organizations involved in discovering, evaluating, acquiring, consuming and disposing of products and services. The disciplines of Marketing, Psychology and Sociology will be used to understand how consumer behavior is the basis for management decision making. Prerequisite: MKT 306. (Fall)

### **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)

# Master of Business Administration

George J. Petrello, Ph.D., Dean  
Elliot Ser, D.B.A., Assistant Dean

Business organizations of every size and type, including non-profit institutions and government agencies, require the effective coordination and administration of human and material resources in achieving the objectives of successful operation. The MBA is designed to provide the tools and the breadth and depth of knowledge necessary for responsible performance and leadership in middle and top areas of management and administration.

The functional areas of environmental analysis, planning, policy formulation, decision-making, organization, evaluation/recommendation and control are all encompassed within the framework of the MBA curriculum. The program of studies emphasizes preparation for a general management career and provides a broad and humanistic background.

It should be understood that the MBA offers advanced level coursework. Students must be adequately prepared, especially in quantitative and writing skills. Proficiency in the English language must be demonstrated by non-native students.

## ADMISSION REQUIREMENTS

Admission to the MBA program requires a bachelor's degree from a regionally accredited college or university and the Graduate Admission Test. Generally, admission is granted only to those with a high promise of success in postgraduate business study. An applicant may show high promise by previous schooling and testing, which results in a minimum total of:



950 points based upon the formula:  $200 \times \text{GPA}$  plus  
GMAT score,

or

1000 points based upon the formula:  $200 \times$  the upper division  
GPA plus the GMAT score.

The above formula notwithstanding, the Admissions Committee reserves the right to prescribe a minimum GMAT score for applicants.

Students who already hold a graduate degree may qualify for admittance without taking the GMAT.

(The GMAT is a basic aptitude examination and does not require previous knowledge of business subjects. It is offered four times each year in the Greater Miami area. Applications are available from the Educational Testing Service, Princeton, N.J., 08541, or from the Admissions Office, or the office of the Dean of the School of Business at Barry.

### **Common Body of Knowledge Requirements**

In order to earn a Master's Degree, students must acquire a "common body of knowledge" in business administration. This requires an understanding of:

1. The production and marketing of goods and services and the financing of the enterprise.
2. The economic and legal environment, along with the ethical, social, and political influences upon enterprises.
3. Concepts and applications of accounting, quantitative methods, and computer systems management.
4. Organization theory, behavior, and interpersonal communication.
5. Integrating analysis and policy determination under conditions of certainty and uncertainty.

Students must also acquire a breadth of knowledge beyond the common body of knowledge in order to achieve general competence for overall management. In general, the common body and breadth of knowledge may be obtained by completing the prerequisites, required and elective coursework.

At the time of entry, or shortly thereafter, students must also have satisfactorily completed (C grade or better) the following courses:

### **Preparatory Courses**

6 credit hours of Introductory Accounting

6 credit hours of Macro and Microeconomics or equivalents

6 credit hours of Finite Math, Algebra, Statistics, Pre-Calculus or equivalents.

These courses may be taken at any accredited institution or waived via CLEP testing. They may be taken as survey courses (no graduate credits) in the Graduate Curriculum (see MBA 550, 560, 580). No student may take more

than 6 credit hours of graduate coursework before completing the designated preparatory requirements.

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 (up to six semester hours only).

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 equivalent coursework with grades of B or better upon entering the program.

Students may not take courses with MPA prefix designations toward their MBA degree.

#### **Preparatory Courses: (9 semester hours — May be waived)**

- \* MBA 550 Math for Graduate Business Studies
- \* MBA 560 Accounting Principles
- \* MBA 580 Economics Principles
- \* May be taken on a CR/NC basis.

#### **Required Courses: (27 semester hours)**

- \* MBA 600 Management
- MBA 606 Ethical and Societal Issues for 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 622 Investment Analysis (Prerequisite: MBA 620)
- MBA 641 Advanced Marketing (Prerequisite: MBA 640)
- MBA 642 Strategic Marketing (Prerequisite: MBA 640)
- 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)

This course emphasizes developing research methodology. Library resources are used extensively. Research projects directed at specific industrial segments are selected and a formal research paper developed.

#### 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 is key concept. Prerequisite: MBA 600.

#### 606 Ethical and Societal Issues for Management

A survey course which will explore the societal/business ramifications of business ethics and societal concepts. The learner will be exposed via case analysis to critical incidents where ethical and societal decisions significantly impact the organization, employees and the communities it serves.

**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, data base, word processing and graphics programs.

**620 Financial Management (3)**

Study of corporate financial topics which include: ratio analysis, financial forecasting, financial planning and budgeting, working capital management, sources and forms of long-term financing, financial structure and the cost of capital, decisions involving long-term assets, investment banking and mergers/acquisitions.

**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**

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 or equivalent.

**680 Managerial Economics (3)**

Economic tools and techniques which are usable and useful in analyzing business problems, quantitative approaches related to such specific problems as economic optimization, demand estimation, forecasting, production cost, risk analysis and pricing, etc. Prerequisites: MBA 550, 580, or equivalent.

**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. This course does not fulfill the law requirements for the Florida State Board of Accountancy.

**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 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).



# 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 will include a personal interview.

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 611 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**

##### **XMB 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.

##### **XMB 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.

##### **XMB 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**

##### **XMB 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.



**XMB 620 Managerial Finance**

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.

**XMB 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 611 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.



# 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 REQUIREMENTS

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 for a maximum of six credit hours prior to submission of the GMAT score. The GMAT will be waived for persons holding CPA or CMA certification.

The admission, transfer, 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 MBA 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
	Accounting Coursework Total	18 of 21
Elective: MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3
Note:	MBA 699 may not be used as an elective.	
	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**

Study of the theory of taxation, Federal tax laws and regulations and their impact on the operations of partnerships, corporations, estates and trusts, with emphasis on practical tax planning through tax case studies and preparation of actual tax returns relating to these areas.

**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. Prerequisite: ACC 437 or equivalent.



**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 accounting controls approach to the contemporary computer environment, providing the necessary understanding of a complete system of accounting controls, both manual and data processing, and their interrelationships; practical state-of-the-art solutions to EDP auditing control problems are developed.

**667 Accounting Theory and Practice II**

Theoretical and practical application of accounting principles relating to governmental and nonprofit accounting, consolidation of foreign subsidiaries and other specialized topics.

# School of Computer Science

Robert L. Burke, Ed.D., Dean  
John M. Beaubrun, M.S., Assistant Dean  
L.O. Stromberg, D.Sc.E.E., Assistant Dean

The School of Computer Science offers a comprehensive set of 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 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 work in professional roles in computer information systems.
- To educate those who wish to pursue a career in computer science.
- To perform research in all areas of computing.
- 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:

Department of Computer Science

B.S. in Computer Science

M.S. in Computer Science

Department of Computer Information Systems

B.S. in Computer Information Systems

B.S. in Management Information Systems



B.S.T. in Computers in Aviation  
M.S. in Computer Information Systems  
Minor in Computer Information Systems

Computer Education Center  
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.

### **COOPERATIVE EDUCATION PROGRAM**

The School's Cooperative Education Program enables interested students to take advantage of the opportunity to participate in a period of paid work experience.

Students pursuing careers in aviation will be eligible for the FAA Cooperative Education Program, as Barry University is a designated university for this program.

### **ADULT EVENING PROGRAMS**

The School of Computer Science offers the B.S. in Computer Information systems, Management Information Systems, and the B.S.T. in Computers in Aviation (Cap Program) in the adult evening program.

A Bachelor of Professional Studies degree with a concentration in Computer Information Systems is also available. Professional Work experience credits may be awarded to the student toward this degree.

These programs are designed for adult men and women who, because of family and work responsibilities, are unable to attend college classes in a traditional manner or at traditional class times. Students must meet the same graduation requirements as other Barry University students.

### **B.S. IN COMPUTER SCIENCE**

Dr. L.O. Stromberg, Chair

The undergraduate and graduate Computer Science programs here at Barry are well structured programs with an emphasis on academic quality and excellence, providing the flexibility needed to enable the students to concentrate in the up-to-date specialization of their choice.

The Bachelor of Science (B.S.) in Computer Science is a fully accredited professional Bachelor's program, structured after the nationally and internationally acclaimed and recognized recommendations of the Association of Computing machinery (ACM). Barry has joined some of the premier universities in the U.S. (such as MIT and Georgia Tech) in applying for the highest level of specialized accreditation in Computer Science from the Computing Sciences Accreditation Board (CSAB), a joint body of the ACM and the IEEE, in addition to the existing full accreditation from the Southern Association of Colleges and Schools.

Program objective is to provide the student with the theoretical and practical foundation leading to a career in Computer Science. the program is also an ideal foundation for continued studies and research leading towards a Master's degree in Computer Science.

Theoretical foundation includes courses in systems design, programming, computer architecture, data communications, networks and database managements systems. Practical work includes software development projects and the application of systems development methodology to real application problems.

Transfer students must complete a minimum of 30 credit hours in the School of Computer Science.

<b>Liberal Arts Requirements:</b>	Credits
Theology and Philosophy	9
Written and Oral Communication	9
*Natural Science and Mathematics	9
Social and Behavioral Sciences	9
Humanities and Arts	9
Sub total, Liberal Arts Requirements:	45 Credits
<b>Computer Core</b>	45
<b>Area of Specialization Core &amp; Electives</b>	21
<b>*General Electives</b>	9
Total	120 Credits

\*The following **Math Requirements** must be included in either the Distribution Requirement; Natural Science and Mathematics, and/or in the General Electives.

<b>Math Requirements:</b>	Credits
MAT 211 Calculus I (ACM-MA1)	3
MAT 250 Discrete Mathematics (ACM-MA4)	3
MAT 332 Linear Algebra (ACM-MA3)	3
	9 Credits

The purpose of the following "program road map" is to make course selection, advising and registration as simple as possible. Following this "map," should automatically give the student the necessary prerequisite courses in the right sequence. The shown liberal arts distribution courses are only a suggestion. Schedule modifications should be discussed with the student's advisor.



## Recommended Schedule

(120 credit hours)					
<b>Year 1:</b>					
Fall	Found. of Comp. Sci. CS 121	BASIC Program. CIS204	Freshman Comp. ENG111	Western Civil. I HIS101	Calculus I MAT211 acm-mal
Spring	Adm. Appl. of Comp. CIS315	Meth. of Reasoning PHI152	Tech. of Research ENG112	Marriage & Family SOL246	Hum. in 20th Cent HUM301
<b>Year 2:</b>					
Fall	Computer Progr. I CS 221 acm-cs1	Comp. Prob. & Analys. CS 222 acm-ma2	Physical Geography GEO307	Basic Photograp. ART203	World Religions REL103
Spring	Computer Progr. II CS 251 acm-cs2	Technical Writing ENG211	Special Topic BIO300	General Speech SPE312	Linear Algebra MAT332 acm-ma3
<b>Year 3:</b>					
Fall	Intro to Comp. Sys. CS 321 acm-cs3	Intro to Comp. Org. CS 322 acm-cs4	Intro to File Proc CS 323 acm-cs5	General Elective	Future of Religion REL351
Spring	Oper. Sys. & Arch. I CS 351 acm-cs6	Data Struc. & Algor. CS 352 acm-cs7	Org. of Prog. Lang. CS 353 acm-cs8	General Elective	Discrete Math. MAT250 acm-ma4
<b>Year 4:</b>					
Fall	C Program CS 421	Theory of Prog. Lang. CS 422 acm-cs15	Softw. Dev. Proj. I CIS412 dpma-cis7		
recommended areas of specialization (select one)					
<b>SOFTWARE ENGINEERING</b>		<b>COMPUTER ENGINEERING</b>		<b>DATA COMMUNICATIONS</b>	
Assembler Arch. CS 457 acm cs 21 Spring	Pascal Program CS 438	Computing Hardware CS 435	Computer Graphics CS 437 acm-cs35	Data Communic. CS 440 acm es 24	Computing Hardware CS 435
Softw. Dev. Proj. II CIS413 acm-cs14	Oper. Sys. & Arch. II CS 452 acm-cs10	Artific. Intell. CS 461 acm-cs12	Robotics CS 454	Computer Networks CS 471 acm-cs24	Softw. Dev. Proj. II CIS413 acm-cs14
Database Mgt. Sys. CIS433 dpma-cis6	CS Elective	Intro. to Exp. Sys. CS 456	CS Elective	Intro. to Exp. Sys. CS 456	CS Elective
CS Elective		CS Elective		CS Elective	

Figure 1. This program is offered weekdays daytime between 8 a.m. and 5 p.m.

<b>COMPUTER CORE COURSES: (45 credits)</b>			Credits
CS	121	Foundations of Computer Science	3
CIS	204	BASIC Programming	3
CIS	315	Administrative Appl. of Comp.	3
CS	221	Computer Programming I (ACM-CS1)	3
CS	222	Comp. Probability & Analysis (ACM-MA2)	3
CS	251	Computer Programming II (ACM-CS2)	3
CS	321	Intro. to Computer Systems (ACM-CS3)	3
CS	322	Intro. to Computer Org. (ACM-CS4)	3
CS	323	Intro. to File Processing (ACM-CS5)	3
CS	351	Oper. Sys. & Comp. Arch. I (ACM-CS6)	3
CS	352	Data Struct. & Algo. Analysis (ACM-CS7)	3
CS	353	Org. of Programming Languages (ACM-CS8)	3
CIS	412	Appl. Software Dev. Project I (DPMA-CIS7)	3
CS	421	C Programming	3
CS	422	Theory of Programming Lang. (ACM-CS15)	3
			<u>45 credits</u>

**AREAS OF SPECIALIZATION IN COMPUTER SCIENCE:**

**SPECIALIZATION IN SOFTWARE ENGINEERING: (21 credits)**

			Credits
CIS	413	Appl. Software Dev. Project II (ACM-CS14)	3
CIS	433	Database Management Systems (DPMA-CIS6)	3
CS	438	PASCAL Programming	3
CS	452	Operating Sys. & Comp. Arch. II (ACM-CS10)	3
CS	457	Assembler Architecture (ACM-CS10)	3
CS	XXX	(Choice of 2 Elective Computer Courses)	6
			<u>21 credits</u>

**SPECIALIZATION IN COMPUTER ENGINEERING: (21 credits)**

			Credits
CS	435	Computing Hardware	3
CS	437	Computer Graphics (ACM-CS35)	3
CS	453	Artificial Intelligence (ACM-CS12)	3
CS	454	Robotics	3
CS	456	Introduction to Expert Systems	3
CS	XXX	(Choice of 2 Elective computer Courses)	6
			<u>21 credits</u>



**SPECIALIZATION IN DATA COMMUNICATIONS: (21 credits)**  
Credits

CIS 413	Appl. Softw. Dev. Project II (ACM-CS14)	3
CS 435	Computing Hardware	3
CS 440	Data Communications (ACM-CS24-I)	3
CS 456	Introduction to Expert Systems	3
CS 471	Computer Networks (ACM-CS24-II)	3
CS XXX	(Choice of 2 Elective Computer Courses)	6
		<hr/> 21 credits

**B.S. IN COMPUTER INFORMATION SYSTEMS**

Dr. R. L. Schumacker, Chair

This program prepares students for careers in the application of computers and information technology to organizations. Theoretical foundation includes courses in systems design, programming, computer communications, and database management systems. Practical work includes software development projects and the application of systems development methodology to real-world problems.

Transfer students must complete a minimum of 30 credit hours in the School of Computer Science.

**Liberal Arts Requirements:** Credits

Theology and Philosophy	9
Written and Oral Communications	9
*Natural Science and Mathematics	9
Social and Behavioral Sciences	9
Humanities and Arts	9
	<hr/> 45 Credits

\*Must include MAT 108 (Precalculus) and MAT 152 (Probability and Statistics)

**Computer Core Courses:**

CIS 180	Introduction to Computers	3
CIS 204	BASIC Programming	3
CIS 301	COBOL Programming	3
CIS 302	Advanced COBOL Programming	3
CIS 315	Administrative Applications of Computers	3
CIS 400	Information Systems Analysis	3
CIS 412	Applied Software Development Project I	3
CIS 433	Database Management Systems	3
CIS 488	Operations Research	3
CS 440	Data Communications	3
CS 471	Computer Networks	3
		<hr/> 33 Credits

**Program Requirements:**

Liberal Arts	45
Computer Core	33
Computer Electives	15
Math or Business Electives	12
General Electives	15
	<hr/>
	120 Credits

**MINOR IN COMPUTER INFORMATION SCIENCE (18 Credits)**

The requirement for Minor in Computer Information Science is 18 credit hours of computer courses consisting of the following 3 courses plus 3 additional Computer Science (CS) or Computer Information Systems (CIS) courses. Students interested in a minor should discuss their education and career objectives with a School of Computer Science advisor.

		Credits
CIS 180	Introduction to Computers	3
CIS 204	BASIC Programming	3
CIS 315	Administrative Applications of Computers	3
	(3 additional CS/CIS courses)	9
		<hr/>
		18 Credits

**B.S. IN MANAGEMENT INFORMATION SYSTEMS**

Dr. R.L. Schumacker, Chair

This program prepares students for careers in the application of computers and information technology to organizations. Theoretical foundation includes courses in systems design, programming, computer communications, and database management systems. Practical work includes business software development projects and the application of systems development methodology to real-world problems.

Major emphasis is on Management Information Systems and includes a minor in business.

Transfer students must complete a minimum of 30 credit hours in the School of Computer Science.

**Liberal Arts Requirements:**

	Credits
Theology and Philosophy	9
Written and Oral Communications	9
*Natural Science and Mathematics	9
Social and Behavioral Sciences	9
Humanities and Arts	9
	<hr/>
	45

\*Must include MAT 108 (Precalculus) and MAT 152 (Probability and Statistics)



**Computer Core Courses:**

CIS 180	Introduction to Computers	3
CIS 204	BASIC Programming	3
CIS 301	COBOL Programming	3
CIS 302	Advanced COBOL Programming	3
CIS 315	Administrative Applications of Computers	3
CIS 400	Information Systems Analysis	3
CIS 412	Applied Software Development Project I	3
CIS 433	Database Management Systems	3
CIS 488	Operations Research	3
CS 440	Data Communications	3
CS 471	Computer Networks	3
		<hr/>
		33

**Program Requirements:**

Liberal Arts	45
Computer Core	33
Computer Electives	6
Business Minor	21
General Electives	15
	<hr/>
	120

**Business Minor courses:**

BUS 181	Concepts of Business Behavior	3
ACC 201	Financial Accounting	3
ECO 202	Principles of Economics II	3
MGT 305	Management Concepts and Applications	3
MKT 306	Marketing Concepts and Applications	3
	(Choice of two electives from BUS 339, 371, MGT 409 or MKT 384.)	6
		<hr/>
		21

**B.S.T. IN COMPUTERS IN AVIATION**

With the growing dependence of the aviation industry on computers a good working knowledge of computers is essential for nearly all work roles. The B.S.T. in Computers Cap Program is designed to build a sound working knowledge of computers upon a solid base of aviation training. The program is designed to recognize the A.S. in Aviation programs as equivalent to the freshmen and sophomore years at Barry University (up to 60 semester credits). Aviation Training and at least 18 general education credits will be earned at Miami-Dade Community College and the Computer Training plus the balance of the liberal arts credits will be gained at Barry University.

The program is designed for the Community College graduate with an A.S. degree in Aviation, assuming that at least 18 credits in liberal arts will have been earned with the aviation courses.

<b>Distribution Requirements:</b>		Credits
	Theology or Philosophy	9
	Written and Oral Communication	6
	Natural Science and Mathematics	3
	Social and Behavioral Sciences	3
	Humanities and Arts	6
		<hr/>
		27

<b>Computer Core Courses:</b>		Credits
CIS	180 Introduction to Computers	3
CIS	204 BASIC Programming	3
CIS	301 COBOL Programming	3
CIS	315 Administrative Applications of Computers	3
CIS	325 Advanced COBOL Programming	3
CIS	400 Information Systems Analysis	3
CIS	412 Applied Software Development Project I	3
CIS	433 Data Base Management Systems	3
CIS	488 Operations Research	3
CS	440 Data Communications	3
CS	471 Computer Networks	3
		<hr/>
		33

**A.S. Degree in Aviation at Miami Dade  
Community College** 60

**Total 120**

Students may take as many elective courses as they choose in addition to the required courses to meet the University's degree requirement of 120 credits.

#### **Course Descriptions — Computer Information Systems Prefix: CIS**

##### **180 Introduction to Computers (3)**

DPMA-CIS-1 Equivalent. Overview of computer technology and utilization, suitable for students in all disciplines. Course introduces concepts of computer hardware, software, procedures, and systems. Includes hands-on computer use. Projects include word processing, spreadsheet, and database applications as well as an introduction to programming in the BASIC language. Prerequisite: none.

##### **204 BASIC Programming (3)**

Introduction to programming and the BASIC programming language. Emphasis on programming techniques, array processing, string manipulation and files. Prerequisite: CIS 180.

##### **205 Word Processing (3)**

An intensive course in the use of microcomputer word processing software in document preparation. The course will cover: outline processors, spell checkers and thesauruses, style checkers, mailing lists and merge printing. Prerequisite: none.

##### **301 COBOL Programming (3)**

DPMA-CIS-2 Equivalent. 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. Prerequisite: CIS 180.



**302 Advanced COBOL Programming (3) (Formerly CDP 325)**

DPMA-CIS-3 Equivalent. A continuation of CIS 301. 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: CIS 301.

**303 RPG II Programming (3)**

Fundamentals of structured program design, development, testing, implementation and documentation of business-oriented applications. Coverage of language syntax, data and file structures, input and output devices, and operating system facilities for implementing batch programs. Prerequisite: CIS 180.

**315 Administrative Applications of Computers (3)**

This course is the logical continuation of CIS 180. It includes extensive hands-on experience with commercially available business productivity software packages including spreadsheets, database, and wordprocessing. Prerequisite: CIS 180.

**317 Principles of Aircraft Operations (3)**

Includes principles of aerodynamics, engines. Federal Aviation Regulations, Airman Information Manual, flight physiology, physics of the atmosphere, basic meteorology, communications, control, safety considerations, operating parameters and envelopes, weight and balance, flight planning. Student is prepared for the FAA Private Pilot written examination upon completion. Prerequisite: none.

**318 Aviation Regulations and Law (3)**

Organization of aviation law. Aviation law information systems. General law v. Federal Aviation Regulations. Crew Regulations. Aircraft manufacture and maintenance regulations in commercial and private aviation, including part 121. Operations regulations including instrument operations. Prerequisite: none.

**319 Meteorologic Information Systems (3)**

Principles of meteorology. Air mass physics. Large systems. Local weather systems. Measuring and monitoring systems. Weather data communications systems. Flight weather reporting systems. Prerequisite: none.

**320 Navigation Information Systems (3)**

Advanced airspace organization and air traffic control. Navigation with reference to flight instruments alone. Navigation information systems. Data and voice communications systems. Instrument approach and landings.

**400 Information Systems Analysis (3)**

DPMA-CIS-4 Equivalent. Study of life cycle and prototyping methodologies used to develop, implement and maintain computer-based information systems. Discusses transaction processing, management information and decision-support systems. Includes case studies and team presentations. Prerequisite: CIS 180.

**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. Prerequisite: CIS 400.

**405 Managing the Automated Office (3) (Formerly CS 400)**

An overview of the new generation of computer-based office systems and management. Includes facilities planning, equipment and software selection, security, personnel, training and management. Prerequisite: none.

**410 Statistical Computing (3)**

An introductory course in computer applications to statistical research using SPSSX. Topics covered: descriptive statistics (means, standard deviations, histograms); one way and multi-way tabulations of frequencies; group comparisons (T-tests), correlations, scatterplots and recession lines; one and multi-way analyses of variance. Prerequisite: CS 400.

**412 Applied Software Development Project I (3)**

DPMA-CIS-7 Equivalent. Application of computer programming and system development concepts, principles and practices to a comprehensive system project. Use of project management methods, project scheduling and control techniques, formal presentations and group dynamics. Development of data base to support the system. Prerequisites: CIS 204 or CIS 301.

**413 Applied Software Development Project II (3)**

Continuation of CIS 412. Application of computer programming and system development concepts, principles and practices to a comprehensive system project. Use of project management methods, project scheduling and control techniques, formal presentation and group dynamics. Development of data base to support the system. Prerequisite: CIS 412.

**415 Applications Software (3)**

An overview and evaluation of commercially available software for business application on PC's. Word processing, spread sheets, database and telecommunications software package are presented. Prerequisite: none.

**418 Managing Computer Resources (3)**

A study of the acquisition, allocation, maintenance, and use of computing resources within work organizations. Prerequisite: None.

**420 Professional Office Workstations (3)**

Includes aspects of ergonomics, lighting, values and features. Opportunity for extensive hands-on experience with a variety of hardware and software. Special attention is paid to the new generation of video display units, keyboards and computer furniture. Prerequisite: none.

**425 Computer Communications (3)**

An introduction to PC-based computer communications. Presentation and overview over commercially available telecommunications software programs. Hands-on experience is included. Prerequisite: none.

**433 DataBase Management Systems (3)**

DPMA-CIS-6 Equivalent. Discussion and application of date structures, indexed and direct file organizations, models of data including hierarchical, network and relational. Discussion of storage devices, data administration and data analysis, design and implementation. Prerequisite: CIS 400.

**488 Operations Research (3)**

Development, structure and functions of computer assisted decisions systems. The topics will include forecasting, simulation, linear programming, and inventory models, PERT/CPM. Prerequisite: MAT 108 and MAT 152, and CIS 400.

**Course Descriptions — Computer Science Prefix: CS**

(Year, Semester and Prerequisites shown below are for C.S. majors only. Other students should obtain permission from the instructor or the Department Chair before registration.)

**Year 1, FALL:**

**121 Foundations of Computer Science (3)**

A course designed to provide the historical, mathematical and logical foundations for the study of computer science. Historical background, number systems and representation of information, problem solving techniques, symbolic logic and models of machines provide the student with a view to "the big picture". Prerequisite: none.

**Year 2, FALL:**

**221 Computer Programming I (3) (formerly CS 200)**

Equivalent of ACM-CS1. Problem solving methods and algorithm development, structured programming and structured flowcharts. Debugging and documenting. The course will use "C" as the course language. Prerequisite: CS 121.

**222 Computer Probability and Analysis (3) (formerly CS 250)**

Equivalent of ACM-MA2. Computer probability and analysis for Computer Science majors. Prerequisite: MAT 211 and CS 121.

**Year 2, SPRING:**

**251 Computer Programming II (3) (formerly CS 201)**

Equivalent of ACM-CS2. Continuation of the principles and methods taught in CS 221. Introduction of algorithmic analysis, string processing, internal search/sort methods, simple data structures. Prerequisite: CS 221.

**Year 3, FALL:**

**321 Introduction to Computer Systems (3) (formerly CS 301)**

Equivalent of ACM-CS3. Basic concepts of computer systems and introduction to computer architecture. Course will include an assembly language. Prerequisite: CS 251.



**322 Introduction to Computer Organization (3) (formerly CS 302)**

Equivalent of ACM-CS4. Course covers hardware fundamentals with emphasis on microprocessor-based systems. Logic circuits and information transfer between components. Prerequisite: CS 251.

**323 Introduction to File Processing (3) (formerly CS 401)**

Equivalent of ACM-CS5. Introduction to structuring data on bulk storage devices (e.g. floppy or hard disks). This is an application of data structures and file handling. Introduction to concepts of data base. Prerequisite: CS 251.

**Year 3, SPRING:**

**351 Operating Systems & Architecture I (3) (formerly CS 402)**

Equivalent of ACM-CS6. Organization and architecture of computer-systems at the register-transfer and programming levels of system description. Major concepts of operating systems principles. Inter-relationships between operating system and system architecture. Prerequisites: CS 321 and CS 322; Recommended: CS 323.

**352 Data Structures and Algorithm Analysis (3) (formerly CS 450)**

Equivalent of ACM-CS7. Analysis and design of nonnumeric algorithms which act on data structures. Utilization of algorithmic analysis and design criteria in database systems. Prerequisite: CS 323.

**353 Organization of Programming Languages (3) (formerly CS 475)**

Equivalent of ACM-CS8. Formal specification of a computer language using Backaus-Naur Form. Develop an understanding of organization of programming languages. Continued development of programming and problem solving skills. Prerequisite: CS 251; Recommended: CS 321 and CS 323.

**Year 4, FALL:**

**421 C Programming (3) (formerly CS 370)**

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. Prerequisite: CS 251.

**422 Theory of Programming Languages (3)**

Equivalent to ACM-CS15. A formal approach to state-of-the-art techniques in software design and development, including programming language translation and compiler design concepts. Prerequisite: CS 353.

**COMPUTER SCIENCE ELECTIVES AND SPECIALIZATION COURSES:**

**435 Computing Hardware (3)**

Detailed analysis of microprocessor based systems, including hands-on projects. Digital gates, registers, counters and ALUs, Boolean Algebra, truth tables. Prerequisite: CS 351 and CS 322.

**436 Computers and the Public Interest (3)**

Equivalent of ACM-CS9. Informed citizenship requires some knowledge of the technology of computers. This course explores several areas in which computers pose important new problems and opportunities for society such as privacy, sex roles, education and training, work roles and conditions, economic crime, computer crime and computer security. No previous computer knowledge is required.

**437 Computer Graphics (3) (formerly CDP 428)**

Equivalent of ACM-CS35. 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. Prerequisite: CS 421.

**438 PASCAL Programming (3) (formerly CDP 438)**

Introductory course in PASCAL programming. Extensive hands-on experience is provided through the solution of a realistic series of programming problems. Prerequisite: CS 251.

**439 Computer Programming in Logo (3) (formerly CS 210)**

Introduction to symbolic programming. Recommended for Education Majors. Prerequisite: none.

**440 Data Communications (3) (formerly CDP 440)**

Equivalent of ACM-CS24. Techniques and applications in data communications. Types of data communications versus discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisite: CS 421.

**452 Operating Sys. and Computer Architecture II (3)**

Equivalent of ACM-CS10. Review of interrupt structures, concurrent processes, resource allocations and advanced architecture and operating systems. Prerequisite: CS 351 and MAT 250.

**453 Artificial Intelligence (3) (formerly CS 340)**

Equivalent of ACM = CS12. 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 and audio), planning, problem solving, automated learning, expert systems and knowledge engineering. Prerequisite: CS 352.

**454 Robotics (3) (formerly CS 355)**

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. Prerequisite: CS 322.

**456 Introduction to Expert Systems (3) (formerly CS 375)**

Application-oriented facet of Artificial Intelligence. Course will introduce applications of Expert Systems in various fields (e.g., business, education, medicine). Prerequisite: CS 421 and CS 422.

**457 Assembler Architecture (3) (formerly CDP 380)**

Equivalent of ACM-CS21. 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 computer code through hands-on testing. Prerequisites: CS 353 and 421 and CS 422.

**459 Independent Study (1-3) (formerly CS 359)**

Opportunity to work in areas of special interest to the student. Prerequisite: Advisor and Department Chair approval required.

**471 Computer Networks (3) (formerly CS 432)**

Equivalent of ACM-CS24. 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 area network environment. Prerequisite: CS 440.

**472 FORTRAN Programming (3) (formerly CDP 302)**

Problem solution using FORTRAN. Problem areas include scientific and business applications with subroutines, modular programming, debugging, analysis and documentation. Prerequisite: CS 251.

**473 LISP Programming (3) (formerly CS 350)**

LISP is the standard language for artificial intelligence applications. Topics include symbolic expressions (atoms and lists), Lambda definitions, coping, recursion. Prerequisite: CS 251.

**476 Teaching Computer Science (3)**

Participants will be introduced to the special problems and methods of teaching computer science to K-12 students. This course intended primarily for Computer Education students. Prerequisite: Departmental approval and candidacy in the School of Education.

**477 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. Prerequisite: CS 440.

**487 Seminar (3)**

Content to be determined by the department to fill specified needs or interests. Prerequisites: as needed.

**491 Computer Hardware Applications (3)**

A hardware applications course which surveys microprocessor driven technologies and their uses. Special emphasis is given the devices that enable a computer to accept, analyze and report information. This course is intended mainly for Computer Education students. Prerequisite: CS 351.



**499 Internship (3-6) (formerly CS 399 and CS 499)**

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 Advisor and Department Chair approval. (Students may elect a maximum of 6 internship credits.)

**COMPUTER EDUCATION**

Joel S. Levine, Ed.S., Director

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, CIS 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 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.

**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 Programing 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.

**445 Software Tools for Educators (3)**

A variety of software will be investigated with respect to their benefits in developing materials and methods for the presentation and management of instruction.

**450 Computer Applications for Instruction (3)**

An in-depth investigation into the applications and use of computer-assisted instruction and computer-managed instruction in the classroom.

**460 Teaching Software Applications in the Classroom (3)**

Relative benefits of various applications software will be investigated with respect to their pedagogical value. Participants will be introduced to special problems and methods of teaching and applying applications softwre in a variety of content areas.

**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 or Specialist in Education Computer Education

Joel S. Levine, Ed.S., Director  
Computer Education Programs

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. programs will be tailored to individual needs and interest. Specialized programs are available for teachers of various grade levels and subject areas. Various programs include coursework which satisfies the computer certification requirements established by the Florida Department of Education.

## **SPECIAL STUDENT STATUS**

Applicants may be permitted to take up to three graduate courses (9 credits) in computer education on the basis of a signed application and proof of a baccalaureate degree from an accredited institution of higher education. Students under this status will not be allowed to register for courses beyond the 9 credit (3 courses) limitation.

## **PROGRAM ADMISSION**

Program admission can be granted as soon as the designated requirements are satisfied. Failure to obtain program admission expediently, will cause the student's "Special Student Status" to expire. Once program admission is granted, a letter of acceptance will be sent to the student from the Graduate Admissions Office.

The requirements for program admission are listed below. All official documents verifying these requirements need to be sent directly to the Graduate Admissions Office.

An undergraduate GPA not less than 2.6 or a final graduate GPA not less than 3.0.

An acceptable score on the Miller Analogy Test or the Graduate Record Exam.

Recommendations from two professionals (colleagues, employers, professors) who are in a position to judge the candidate's aptitude for graduate work. The recommendations must be completed on appropriate Barry University recommendation forms.

Any students 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 at least a 3.0 GPA at the end of at least three graduate computer education courses (9 credits).

#### **DEGREE CANDIDATE STATUS**

Admission to the graduate program does not guarantee that the student will be admitted to candidacy for the M.S. or Ed.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 coursework. Admission to candidacy is a certification by the School that the student has demonstrated the ability to do acceptable graduate work.

If candidacy is granted, an official letter of degree candidacy will be issued to the student thus establishing him or her to finish all program coursework. This letter will be issued by the School of Computer Science. A student will not be permitted to enroll in more than fifteen (15) credits without obtaining Degree Candidate Status.

The student will need to fulfill the following requirements for candidacy to be granted:

- Attainment of Program Admission Status.
- Submission of a completed Candidacy Application Form.
- GPA of at least 3.0 for twelve (12) semester credits of course work.

#### **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)**

Major emphasis on software evaluation and its integration into the curriculum. Extensive hands-on experience with powerful microcomputers.

#### **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.

#### **545 Software Tools for Educators (3)**

A variety of software will be investigated with respect to their benefits in developing materials and methods for the presentation and management of instruction.

#### **550 Computer Applications for Instruction (3)**

An in-depth investigation into the applications and use of computer-assisted instruction and computer-managed instruction in the classroom.

#### **560 Teaching Software Applications in the Classroom (3)**

Relative benefits of various applications software will be investigated with respect to their pedagogical value. Participants will be introduced to special problems and methods of teaching and applying applications software in a variety of content areas.

#### **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. Prerequisite: CED 621 and 612.

#### **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.

**618 Data Structures & Algorithms (3)**

A course providing the basic fundamentals for much of today's computer programming. Emphasis on the understanding and manipulation of standard data structures and the study of algorithms that create and manipulate such structures. Prerequisites: CED 612.

**620 Computer Programming in C (3)**

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. Prerequisite: CED 612.

**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.

**623 Computer Programming in MODULA-2 (3)**

Introductory course in programming in the MODULA-2 language taught in a laboratory setting with extensive hands-on experience. Emphasis is on educational applications and preparations to teach MODULA-2. Prerequisite: CED 621 or 612.

**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.

**627 Teaching Computer Programming (3)**

Relative strengths and weaknesses of various introductory 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: CED 610 and 614.

**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: CED 621 or 612.

**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 and CED 622 or CED 613 or CED 609.

**633 Advanced Courseware Generators (3)**

Advanced course in very sophisticated courseware generators. One professional courseware generator will be thoroughly investigated. Prerequisites: CED 608 and 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 or CED 612.

**638 Computer Interactive Video (3)**

A comprehensive study of interfacing video technology to microcomputer systems. Emphasis on the applications of present software and videodisks and the creation of special programs and/or subroutines. Prerequisites: CED 637.

**639 Technology Applications for Education (3)**

A hardware applications course which surveys microprocessor driven technologies and their uses for learning and the management of the learning process. Special emphasis is given the devices that enable a computer to accept, analyze and report educational information.

**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.

**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.

**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: CED 612 or CED 621.



**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: CED 621.

**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.

**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.

**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.

**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 Applications 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 Student 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 Primary Education (3)**

Introductory course for teachers specializing in primary education. Topics include special considerations for environment, equipment and software/courseware and methods to support the exposure of the 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.

**682 Computer Applications in Music Education (3)**

Selection and use of software and hardware for music production and teaching using a microcomputer. Emphasis on MIDI (Musical Instrument Digital Interface). Prerequisites: CED 612 or 621.

**683 Computer Research Tools in Education (3)**

An application course which utilizes the computer as a tool for students and teachers to research information. Accessing, processing and reporting of information will be emphasized.

**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, Creativity and Critical Thinking (3)**

Presents special techniques for using the computer to enhance student abilities. Prepares teachers to deal with advanced students working on individualized projects involving computers.

**687 Administrative Applications of Technology (3)**

This course is designed to provide a study of fundamental application of computer technology to the areas of administration and instruction in educational institutions.

**688 Computer Applications for Adult Education (3)**

Prepares the adult educator to utilize the computer for a variety of applications. Emphasis is placed on the instructional and administrative applications that would benefit the adult learner.

**690 Special Topics (1-6)**

Content will be determined by the department to fill specified needs and interests. Current issues and/or topics in computer education will be explored.

**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 Computer Information Systems

Dr. R. L. Schumacker, Chair  
Department of Computer Information Systems

The Master of Science in Computer 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, director of data communications, or consultant.

## ADMISSION REQUIREMENTS

Bachelor's degree from a regionally accredited college or university. Adequate scoring on the Graduate Record Examination (GRE).

Two letters of recommendation from former or current professors or employers.

## PREREQUISITES:

Minimum of six (6) undergraduate credits in mathematics including statistics.  
Minimum of six (6) undergraduate credits in programming languages.

## TRANSFER CREDITS

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the M.S. program. 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 courses must be directly parallel to required or elective courses in the M.S. program.
2. No graduate credit will be allowed for correspondence or extension work.

## **INTERNATIONAL STUDENTS**

A graduate of an international college or university who has completed an academic program equivalent to a U.S. bachelor's degree may apply for admission to the M.S. program. International applicants are required to submit with their applications official, certified transcripts indicating the nature and scope of their academic training. An international 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. For further information please refer to section on International Students.

## **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. No grade below a C (2.0) is 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 judgment 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. Admission to Candidacy is a certification by the School that the student has demonstrated the ability to do acceptable graduate work and has fulfilled all the entrance requirements. The specific requirements for admission to candidacy are:

1. Satisfactory completion of all prerequisite courses which were designated as a condition of admission.
2. Satisfactory completion of 12 semester credits with a minimum grade point average of B (3.0.)
3. Completion of all admission requirements.

## **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. Be admitted to candidacy.
3. 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.
4. Meet all general requirements of the University for a Master's degree and complete the program within seven years.



## 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.

## CURRICULUM OUTLINE

The curriculum provides the flexibility to allow each student to pursue a program designed to meet his or her professional goals. A student may pursue a general program or may elect to specialize in Air Transportation Management.

### Common Core:

Course Title	Credits
CIS 520 Computer Information Systems	3
CIS 530 Decision Support Systems	3
CIS 540 Data Communications	3
CIS 560 Data Base Management Systems	3
CIS 580 Computing Hardware	3
CIS 605 Information Center Management	3
	<hr/>
	18

### Air Transportation Management Specialization

Course Title	Credit
CIS 618 Information Systems in Aviation Management	3
CIS 619 Computer Systems in Air Traffic Control Management and Operation	3
CIS 620 Computer-Based Training in Aviation	3
	<hr/>
	9

## ELECTIVE COURSES

Students may choose from the following list in order to complete the 36 credits required for the degree. A student may also select electives from graduate courses offered by the School of Business Administration and the Department of Telecommunications subject to these limits: not more than nine (9) hours from Telecommunications and Business combined.

Course Title	Credits
CS 502 Operating Systems	3
CS 503 Computer Networks	3
CIS 509 Legal and Ethical Aspects of Computing	3
CIS 512 Applied Software Development Project I	2
CIS 513 Applied Software Development Project II	3
CIS 515 Administrative Applications of Computers	3

CS	575	Expert Systems	3
CS	600	Applied Interactive Graphics	3
CS	607	Computer Security	3
CIS	610	Fourth Generation Languages	3
CIS	618	Information Systems in Aviation Management	3
CIS	619	Computer Systems in FAA Management and Oper.	3
CIS	620	Computer-Based Training in Aviation	3
CS	640	Software Engineering	3
CS	651	Computer Modeling And Simulation	3
CS	665	Special Topics in Computing	3
CS	699	Thesis	6
CS	700	Directed Independent Study	3
CIS	720	Internship	3-6

### Graduate Course Description - Computer Information Systems Prefix: CIS

#### 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.

#### 510 Statistical Computing (3)

An introductory course in computer applications to statistical research using SPSSX. Topics covered: descriptive statistics (means, standard deviations, histograms); one way and multi-way tabulations of frequencies; group comparisons (T-tests), correlations, scatterplots and regression lines; one and multi-way analyses of variance. Prerequisite: CS 400.

#### 512 Applied Software Development Project I (DPMA-CIS-7 Equivalent) (3)

Application of computer programming and system development concepts, principles and practices to a comprehensive system project. Formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: Any high level language programming course (3 cr.).

#### 513 Applied Software Development Project II (3)

Continuation of CIS 512. Formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CIS 512.

#### 515 Administrative Applications of Microcomputers (3)

Course includes the more common administrative applications of the personal computer as tools for increasing productivity; data base, spreadsheet and word processing software will be covered in hands-on sessions. Prerequisite: none.

#### 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. Extensive use of case analysis methodology. Prerequisite: none.

#### 530 Decision Support Systems (3)

Applications of quantitative techniques to business problems. Topics include decision theory, forecasting, simulation, linear programming, and inventory theory. Includes use of microcomputer software for problem solving. Prerequisite: None.

#### 605 Information Center Management (3)

Includes: production, quality, and cost controls, evaluation and selection of software, organizational structure, facilities design, and personnel recruiting, hiring, training, and review. Prerequisite: CS 520.



**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.

**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.

**618 Information Systems in Aviation Management (3)**

Detailed discussion of the analysis and design of computer-based information systems for airlines and airport management. Prerequisite: CS 520.

**619 Computer Systems in FAA Management and Operation (3)**

Study of computer and data communications systems used in the operation and management of the Federal Air Traffic Control Network.

**620 Computer-Based Training in Aviation (3)**

An analysis of current and proposed use of computer technology in aviation training to include flight operations, ground activities, and air traffic control.

**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.

# Master of Science Computer Science

Dr. L. O. Stromberg, Chair  
Department of Computer Science

The Master of Science (M.S.) in Computer Science is a fully accredited professional Master's program and is completely compatible with the latest ACM (Association of Computing Machinery) recommendations, recognized by the leading institutions as the national and international standard of excellence in Computer Science. Program objective is to provide the student with the theoretical and practical foundation leading to a career in Computer Science. The program is also an ideal foundation for continued studies and research leading towards a doctorate degree in Computer Science. The program is oriented towards applied science in real applications, rather than mathematically based theory only.

## **ADMISSION**

The admission requirements for the M.S. in C.S. program here at Barry are more strict than most other similar programs. This ensures that the graduates out of this program are some of the best professionals in their field.

## **ADMISSION REQUIREMENTS**

Bachelor's degree from a regionally accredited college or university. A "B" (3.0) average for the undergraduate degree is normally necessary for admission.

Adequate score on Graduate Record Examination (GRE), including the GRE advanced test in Computer Science.

Two letters of recommendation from former or current professors or employers.

## **PREREQUISITES (must be completed prior to admission)**

Ideally, the student entering into the program should have a B.S. in Computer Science, Computer Information Systems or Electrical/Computer Engineering, or at least the equivalence of the course material covered in the undergraduate ACM-CS 1 through CS 8 courses, and mathematics through calculus and linear algebra to the equivalence of ACM-MA1 through MA4.



Applicants with other backgrounds will be individually evaluated, and might be required to take specific undergraduate courses for no credit towards the master's degree. Qualified applicants can also qualify for admission by making up for the academic deficiencies by doing guided self-studies in conjunction with appropriate proficiency examinations.

Courses or experience equivalent to six (6) undergraduate credits in programming languages.

### **TRANSFER CREDITS**

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the M.S. program. 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 courses must be directly parallel to required or elective courses in the M.S. program.
2. No graduate credit will be allowed for correspondence or extension work.

### **INTERNATIONAL STUDENTS**

A graduate of an international college or university who has completed an academic program equivalent to a U.S. bachelor's degree may apply for admission to the M.S. program. International applicants are required to submit with their applications official, certified transcripts indicating the nature and scope of their academic training. An international 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. For further details, please refer to section on International Students.

### **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. No grade below a C (2.0) is 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 judgment 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. Admission to candidacy is a certification by the School that the student has demonstrated the ability to do acceptable graduate work and has fulfilled all entrance requirements. The specific requirements for admission to candidacy are:

1. Satisfactory completion of all prerequisite courses which were designated as a condition of admission.
2. Satisfactory completion of 12 semester credits with a minimum grade point average of B (3.0).
3. Completion of all admission requirements.

#### **DEGREE REQUIREMENTS**

To qualify for the degree of Master of Science in Computer Science, each candidate must:

1. Be fully accepted into the program.
2. Be admitted to candidacy.
3. 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.
4. Meet all general requirements of the University for a Master's degree and complete the program within seven years.

#### **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.
3. To graduate, 18 credits of core courses and 18 credits of electives, (a total of 36 credits) are required.



## Recommended Schedule

### MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

(36 credit hours)

Year 1:				
Fall	CS Elective	Elective	<b>Selection of Electives:</b> in Computer Science: minimum: 3 credits maximum: 18 credits  in Telecommunications: minimum: 0 credits maximum: 9 credits  in Business: minimum: 0 credits maximum: 6 credits  Total: 18 credits	
Spring	Elective	Elective		
Summer	Elective	Elective		

Year 2:

Fall

**Thesis CS 699**

A research topic in Computer Science and in your selected area of specialization  
(6 credits, expected to take 2-3 semesters.)

recommended areas of specialization (select one)

SOFTWARE ENGINEERING 12 credits	COMPUTER ENGINEERING 12 credits	DATA COMMUNICATIONS 12 credits
Fall <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Computer Inform. Systems CIS 520 acm-cs31</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Operating Systems CS 502 acm-cs23</div> </div> Spring <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Fourth Generat. Languages CS 610</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Software Engineer. CS 640</div> </div>	Fall <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Computing Hardware CS 580</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Data Commun. CS 540 acm-cs24</div> </div> Spring <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Digital Signal Process. CS 635</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Computer Modeling &amp; Simul. CS 651 acm-cs36</div> </div>	Fall <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Computer Security CS 607</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Data Commun. CS 540 acm-cs24</div> </div> Spring <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">Networks CS 503 acm-cs28</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Advanced Data Commun. CS 625</div> </div>

**LEGEND:**

Required core course	Required CS elective	Suggested elective
----------------------	----------------------	--------------------

Figure 2. Graduate courses are offered weekday evenings 6:30 – 9:30 p.m., and sometimes on Saturday mornings.

## CURRICULUM OUTLINE

Computer Specialization Core & Thesis	Credits
Electives	18
	<hr/> 18

36 Credits

A student may choose an area of specialization in the following areas:

- Software Engineering
- Computer Engineering
- Data Communications

(In addition to above mentioned specialization cores, an individually tailored specialization core can be developed for the student with other specialized interest in C.S., including unique areas of research. Approvals from the student advisor and the Department Chair are required.)

### SOFTWARE ENGINEERING SPECIALIZATION CORE:

Course Title	Credits
CS 502 Operating Systems (ACM-CS23)	3
CIS 520 Computer Information Systems (ACM-CS31)	3
CIS 610 Fourth Generation Languages	3
CS 640 Software Engineering	3
CS 699 Thesis	6
	<hr/> 6

18 Credits

### COMPUTER ENGINEERING SPECIALIZATION CORE:

Course Title	Credits
CS 540 Data Communications (ACM-CS24)	3
CS 580 Computing Hardware	3
CS 635 Digital Signal Processing	3
CS 651 Computer Modeling & Simulation (ACM-CS36)	3
CS 699 Thesis	6
	<hr/> 6

18 Credits

### DATA COMMUNICATIONS SPECIALIZATION CORE:

Course Title	Credits
CS 503 Networks (ACM-CS28)	3
CS 540 Data Communications (ACM-CS24)	3
CS 607 Computer Security	3
CS 625 Advanced Data Communications	3
CS 699 Thesis	6
	<hr/> 6

18 Credits

### ELECTIVE COURSES

In order to complete the 36 credits required for the degree, students may choose from the following list. A student may also select electives from graduate courses offered by the School of Business Administration and the Department of Telecommunications subject to these limits: not more than (9) hours from Telecommunications and six (6) hours from Business, a total of 15 hours.



Course Title			Credits
CS	502	Operating Systems (ACM-CS23)	3
CS	503	Computer Networks (ACM-CS28)	3
CIS	509	Legal and Ethical Aspects of Computing (ACM-CS37)	3
CIS	512	Applied Software Development Project I	3
CIS	513	Applied Software Development Project II	3
CIS	515	Admin. Appl. of Computers	3
CIS	520	Computer Information Systems (ACM-CS31)	3
CIS	530	Decision Support Systems	3
CS	540	Data Communications (ACM-CS24)	3
CS	560	Database Management Systems (ACM-CS11)	3
CS	575	Expert Systems	3
CS	580	Computing Hardware	3
CS	600	Applied Intractive Graphics (ACM-CS35)	3
CIS	605	Information Center Management	3
CS	607	Computer Security	3
CIS	610	Fourth Generation Languages	3
CS	625	Advanced Data Communications	3
CS	635	Digital Signal Processing	3
CS	640	Software Engineering	3
CS	651	Computer Modeling and Simulation (ACM-CS36)	3
CS	665	Special Topics in Computing	3
CS	700	Directed Independent Study	3

#### BUSINESS AND TELECOMMUNICATIONS ELECTIVES:

Course Title			Credits
<b>Up to six (6) credits of MBA courses may be taken as electives:</b>			
MBA	560	Accounting Principles	3
MBA	580	Economics Principles	3
MBA	600	Management	3
MBA	680	Managerial Economics	3
<b>Up to nine (9) credits of Telecommunication courses may be taken as electives:</b>			
TEL	615	Telecommunication Management	3
TEL	628	Management Issues in Communication	3
TEL	636	Planning Communication Systems	3
TEL	644	Satellite Communications	3
TEL	655	International Telecommunication	3
TEL	698	Telecommunication Seminar	3

#### GRADUATE COURSE DESCRIPTION - COMPUTER SCIENCE PREFIX: 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, recovery and device drivers. Prerequisite: none.

**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 area network environment. Prerequisite: CS 540.

**540 Data Communications (3)**

Media, satellite based systems, microwave links, carrier systems. Analysis of forward error correction, modulation types and techniques. Modem designs. Prerequisite: none.

**560 DataBase 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. Prerequisite: none.

**575 Expert Systems (3)**

Applications of expert systems are examined. Topics include non-monotonic reasoning, methods of inference (backward and forward chaining), knowledge representation, consistency, and languages (e.g., LISP, OPS5, PROLOG). Prerequisite: none.

**576 Teaching Computer Science (3)**

Participants will be introduced to the special problems and methods of teaching computer science to K-12 students. This course intended primarily for Computer Education students. Prerequisite: Departmental approval and candidacy in the School of Education.

**580 Computing Hardware (3)**

Digital gates, registers, counters and ALUs. Boolean Algebra, truth tables. Detailed analysis of microprocessor based systems, including hands-on projects. Prerequisite: none.

**591 Computer Hardware Applications (3)**

A hardware application course which surveys microprocessor driven technologies and their uses. Special emphasis is given the devices that enable a computer to accept, analyze and report information. This course intended mainly for Computer Education students. Prerequisite: CS 351.

**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. Prerequisite: none.

**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. Prerequisite: none.

**625 Advanced Data Communications (3)**

Provides indepth theory and application examples in state-of-the art modulation methods, networking, specialized processors, and software. Prerequisite: CS 540, recommended: CS 503.

**635 Digital Signal Processing (3)**

Covers the theory of digital signal processing, available hardware, software, and several design examples. Emphasis in digital signal processing in data communications. Prerequisite: CS 580.

**640 Software Engineering (3)**

The course addresses the technical and management aspects of improving the productivity and quality of generated software. Emphasis on structured development methods and quality control and verification. Prerequisite: none.

**651 Computer Modeling 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. Prerequisite: none.

**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. Prerequisite: as needed.

**699 Thesis (6)**

The student must submit a thesis proposal to the Dept. Chair 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 effect at the time the thesis is begun. Prerequisite: Advisor and Dept. Chair approval required.



**700 Directed Independent Study (3)**

This provides an opportunity for the student to pursue a research interest under the guidance of a faculty member. Prerequisite: Advisor and Dept. Chair approval.

(Course numbers CS 800-999 reserved for proposed doctorate program).

# School of Education

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 and the degree of Specialist in Education (Ed.S.). 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, counselors and leaders. The programs, designed to promote the objectives and purposes of the University, focus specifically on the function of the teachers, counselors and other professionals in contemporary society.

## **ELEMENTARY AND EARLY CHILDHOOD (PRIMARY) EDUCATION MAJOR**

Arlene T. Shannon, Ph.D., Program Advisor

This program which prepares students for teaching careers in the elementary school, emphasizes both general and professional courses.

### **GENERAL PREPARATION**

Theology and Philosophy	9 credits.
Communications	English 111 and 112; Speech 312.
Science and Mathematics	Mathematics 201 and 202; 6 credits in science.
Social Sciences	Geography 307; Psychology 281; 3 credits in History.
Human Adjustment	Psychology 281
Humanities and Applied Arts	English 320; Art 376; Music 376.
Computer Education	Computer Education 336 or 410.

### **PROFESSIONAL EDUCATION**

Major (60 cr.) — Education 151, 218, 322, 362, 366, 388, 414, 417, 435, 441, 465, 466, 470, 472, 493, 499, ENG 320. Prerequisites for student teaching: Education 151, 218, 322, 362, 366, 388, 435, 466.



## EDUCATION MINOR

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.

Major (a minimum of 30 cr.) — 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, 417, 463, 468, 499. Prerequisites for student teaching: Education 151, 218, 463, and Special Methods 476.

## ADMISSION TO THE SCHOOL OF EDUCATION

Declaration to enter a primary/elementary School teaching career represents *informal* admission to the School of Education. Candidacy is considered formal admission to the School of Education. Both education majors and minors must be accepted as candidates to the School before they are allowed to enroll in more than six hours of professional education courses. Transfer students may enroll in Education courses for only one semester without having been accepted as candidates. Candidacy application forms are available from the Office of the Dean, School of Education.

### Prerequisites for Candidacy

Students must meet the following requirements before applying for candidacy:

1. A grade of C or better in the written English components of the distribution requirements.
2. A grade of C or better in one of the following mathematics components:
  - a. Math 201 and Math 202.
  - b. Math 101.
  - c. Six semester hours of college level mathematics.
3. Successful achievement of a minimum score of either 840 on the SAT or 17 on the ACT.

## 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. Passing of all sections of the Florida Certification Examination is required for credit in student teaching.

**Prerequisites for Student Teaching** — Students must achieve a satisfactory score on the CLAST and participate in the Florida Teacher Certification Examination prior to receiving a student teaching assignment.

Admission to the student teaching program also requires senior status (a minimum of 90 credits of course work completed), a minimum grade point

average of 2.5 and a grade of C or better in all required professional Education courses.

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 earn a C or better in student teaching in order to successfully complete their Education major or minor.

### **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. Prerequisite: EDU 151 or equivalent.

**263 Organization and Use of Audio-Visual Materials (3)**

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels.

**320 Children's Literature (3)**

Survey of literature suited to the needs of children. See ENG 320.

**322 Methods of Teaching Reading (3)**

A foundation and survey of reading methods, strategies, and materials appropriate for use at the primary and elementary levels. Field experience includes teaching reading lessons at the appropriate grade level.

**344 Teaching Health and Physical Education in the Primary/Elementary School (3)**

methods, materials, content material and organizational procedures for conducting primary/elementary school health and physical education programs; practice in teaching activities in primary/elementary school health and physical education programs. Field experience.

**362 Teaching Arithmetic (3)**

Content, methodology, and materials for teaching modern mathematics in the primary/elementary school; field experience required in a primary/elementary school mathematics program. Prerequisite: MAT 201 and candidacy in the School of Education.

**366 Teaching Social Studies in the Primary/Elementary School (3)**

Content, materials and methodology in the social science field needed for the instruction of primary/elementary children. Field experience.

**388 Teaching Science in the Primary/Elementary School (3)**

Principles and methods of selecting and organizing suitable science experiences for primary/elementary school children. Emphasis on Process Skills, "hands-on" activities, field trips, and active participation. Field experience.

**409 Multiculture Primary Education (3)**

The national and international dimensions of cultural diversity are studied to develop the understandings for developing primary school curriculum and instruction appropriate for a cultural pluralistic school setting.

**410 Multiculture Elementary Education (3)**

The national and international dimensions of cultural diversity are studied to develop the understandings for developing elementary school curriculum and instruction appropriate for a cultural pluralistic setting.

**411 Speech Correction for Children (3)**

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



**412 Teaching the Elementary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education in the elementary years; for those preparing for regular classroom teaching. Procedures for instructing elementary school students mainstreamed in the regular classroom are included.

**414 Classroom Management (3)**

Techniques for the observation, description, measurement, and evaluation of student behavior are studied. Ways to strengthen positive behavior and eliminate distracting non-productive negative behavior are applied in classroom situations. For preservice teachers K-6, applied project at a specific grade or subject level required.

**415 Guiding Primary Learning (3)**

How young children learn and the factors influencing learning are the basis for designing instruction to facilitate primary learning. An application of the principles of learning are applied to primary classroom situations.

**416 Guiding Elementary Learning (3)**

Learning theory relevant to the nature of children and the factors influencing learning are used as the foundation for facilitating learning in the subject areas in the elementary classroom.

**417 Evaluation and Measurement in Education (3)**

Theory of group and individual tests in education decision-making and means of accountability; laboratory experience in the writing of test items and design of tests.

**435 The Teaching of Language Arts in Primary/Elementary Education (3)**

Methods and materials for instruction in all areas of the language arts curriculum in primary and elementary grades. Field experience.

**436 Strategies for Primary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching in the primary classroom. Classroom organization practices and teaching strategies which carry out the model are included.

**437 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching in the subject areas at the elementary level. Classroom organization, materials, and instructional strategies are included.

**438 Teaching the Primary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education in the primary years for those preparing to teach in the regular classroom. Strategies for instructing primary exceptional students mainstreamed in the regular classroom are included.

**441 Primary/Elementary School Curriculum (3)**

Principles and problems in primary/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 (Primary/Elementary) (3)**

General and specific principles which underlie approaches to teaching and learning processes in the primary/elementary school; experience with innovative methods and materials designed to diagnose and remediate problems arising from the needs of the primary/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.

**465 Language Acquisition in Primary Education (3)**

Deals with the fundamental concepts and questions of language acquisition for ages birth to nine years; relates those concepts and questions to the primary classroom. Field experiences observing children and their language and interacting with children through language required.

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

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

**467 Foundations of Reading Instruction (3)**

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



**468 Reading in the Content Areas (3)**

Strategies for developing students' reading abilities in the content area subjects at the primary, elementary, middle, and secondary levels. Focus is on the instructional materials and methods for subject area teaching in vocabulary, comprehension, study strategies, and text learning experiences. Informal evaluation techniques to meet individual differences in reading abilities and interests. Course projects and field experiences in specific area at appropriate grade level or subject area.

**470 Introduction to Exceptional Children (3)**

Detection of physical, mental, and emotional exceptionalities in children and their educational provision.

**471 Psycho-Social Foundations in Primary Education (3)**

Improving understanding of the socialization process for children; conceptualizing and accepting responsibility for improving children's interpersonal relations; study and evaluation of the primary curriculum as it contributes to the development of social and emotional sensitivity.

**472 Primary Programs and Practices (3)**

Covers the foundations of the primary education curriculum; emphasizes building a basic curriculum related to perspectives of emotional, social, perceptual-cognitive, physical, and language development patterns. Addresses play, communication, integrating the arts, bilingualism, and multicultural issues. Observations at school sites required.

**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 Student Education; alternate methods of diagnosis and prescriptive learning.

**484 Reading Diagnosis (3)**

Methods of diagnosing reading problems; interpretation of tests, and identifying reading-learning needs K-12. Prerequisite: EDU 322, 467 or equivalent.

**488 Crisis Intervention (3)**

Investigation and analysis theories and techniques in crisis intervention, with particular emphasis on situational and for developmental crisis.

**489 Introduction to Mental Health Counseling (3)**

Mental Health 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 mental health agencies in the county and their various functions; grant writing and proposals studied and practiced.

**490 Corrective Reading (3)**

Determining and implementing appropriate classroom teaching techniques, strategies, and materials to meet the learning needs of students with reading difficulties K-12. Prerequisite: EDU 322, 467 or equivalent.

**491 Group Dynamics (3)**

Provides a face-to-face group experience, with major emphasis on the psycho-social approach to group functions, development of personal identity, and self and social control.

**492 Workshop in Education (Variable)**

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

**493 Child Study Skills for Primary Education (3)**

Includes guidelines and techniques to observe, record, diagnose, analyze and prescribe for the personal and social, motor language and perceptual-cognitive development of primary children in a variety of child care and educational settings. Includes working with families and parents. Field experiences required.

**499 Directed Student Teaching (9)**

Student teaching is coordinated with 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 seven areas of specialization.

## **COUNSELING PROGRAMS**

Community Counseling\*  
Mental Health Counseling\*  
Rehabilitation Counseling\*  
Guidance and Counseling

## **EDUCATIONAL LEADERSHIP**

## **ELEMENTARY EDUCATION**

## **EXCEPTIONAL STUDENT EDUCATION**

## **HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION\***

## **PRIMARY EDUCATION**

## **READING**

\*Human Resources Development and Administration, Mental Health Counseling, Community Counseling and Rehabilitation Counseling programs are not designed for Florida Department of Education 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 Elementary Education, Exceptional Student Education, Guidance and Counseling, Primary Education and Reading are eligible for certification in many 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 Mental Health Counseling, Community Counseling, and Rehabilitation Counseling) as indicated by transcripts.
- Undergraduate grade point average of 3.00 (B)
- Acceptable score on the Miller Analogies Test

- Two letters of professional recommendation for graduate study.
- Florida Teacher's Certification or eligibility for certification when enrolling in a State approved program.

### **PROGRAM**

The School requires successful completion of a minimum of thirty semester credits, including the requisites listed and all required specialization courses. The student must maintain a grade point average of 3.00 (B); and receive a passing grade on a final written comprehensive examination. (A school based practicum is required of Elementary Education, Primary Education and Reading students in lieu of a comprehensive examination.) **ALL REQUIREMENTS FOR FLORIDA CERTIFICATION MUST BE ACHIEVED BEFORE THE UNIVERSITY RECOMMENDS THE STUDENT FOR MASTER'S LEVEL CERTIFICATION.** 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.

### **STANDARDS OF PROGRESS**

All students must maintain a cumulative grade point average (GPA) of 3.0 to remain in good academic standing. If a student's GPA drops below 3.0, he/she is placed on academic probation. The student is allowed to remain on academic probation for a maximum of 12 credits of course work. If at the end of the probation period, the student has not raised his/her GPA to 3.0 he/she cannot remain in the program.

### **GRADUATION REQUIREMENTS FOR THE MASTER OF SCIENCE IN EDUCATION**

The School requires successful completion of a minimum of 30 semester hours, including all required courses listed and a grade point average of 3.00 (B). Students pursuing a Master's degree through the School of Education are permitted seven years to complete degree requirements from the date of initial matriculation.

### **TRANSFER CREDIT**

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate degree in the School of Education. Such course work must be relevant to the discipline, must be at B level or better, must be earned within the seven-year limitation set for the degree, and must be approved by the appropriate program advisor.

### **REQUISITES**

All matriculated candidates in the areas of Elementary Education, Exceptional Student Education, Guidance and Counseling, Mental Health Counseling, Community Counseling, Rehabilitation Counseling, Primary Education, Human Resources Development and Administration, Reading and Educational Leadership must take EDU 601, Methodology of Research (3 cr.), normally within the first six credit hours. EDU 625, Advanced Educational Psychology (3 cr.) is a required course in Guidance and Coun-



seling (which may be taken as an elective in Elementary Education, Primary Education, Reading, and Educational Leadership.)

A student majoring in Guidance and Counseling, Mental Health Counseling or Community 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, rather it is a positive learning experience with beneficial consequences.

#### **I. COUNSELING PROGRAMS (48-60 s.h.)**

Stephen D. Miller, Ph.D., Program Advisor  
Guidance and Counseling and Mental Health Counseling

John M. Williams, D.Ed., Program Advisor,  
Community Counseling and Rehabilitation Counseling

The School of Education at Barry University offers a Master of Science in Counseling for each of the following counseling specializations:

Community Counseling	48 s.h.
Guidance and Counseling	48 s.h.
Mental Health Counseling	60 s.h.
Rehabilitation Counseling	48 s.h.

Community Counseling is designed to prepare students for positions as counselors in a wide variety of health and human services agencies. Mental Health Counseling is designed to provide the additional course work necessary for functioning as a mental health counselor in applied settings. At the present time, both programs provide the necessary course work for licensure as a mental health counselor in Florida. Only Mental Health Counseling addresses the academic requirements for certification as a mental health practitioner. Community Counseling is designed to provide the academic training necessary for receipt of national certification as a counselor. Rehabilitation Counseling provides the knowledge and experience necessary for counseling the physically, mentally, and/or emotionally impaired. Emphasis is placed on vocational skills training and placement in competitive or sheltered employment. The curriculum addresses the knowledge and skills required for certification as a rehabilitation or insurance rehabilitation counselor. Guidance and Counseling meets the academic requirements for certification as a school counselor in Florida. However, candidates for certification must acquire a Florida Regular Teaching Certificate before receipt of the guidance and counseling certification from the Florida Department of Education.

## **PROGRAM OUTLINE**

All counseling specializations require completion of the following:

### **CORE COURSES (36 s.h.)**

EDU 600	Legal & Ethical Issues in Counseling	
EDU 601	Methodology of Research	
EDU 610	Human Growth and Development	
EDU 629	Social and Cultural Issues in Counseling	
EDU 617	Psychological Measurement	
EDU 652	Individual Counseling Procedures	
EDU 653	Career Development and Life Work Planning	
EDU 658	Group Counseling Procedures	
EDU 694	Counseling Practicum	(6 s.h.)
EDU 699	Internship in Counseling	(6 s.h.)

### **AREAS OF SPECIALIZATION**

The counseling specializations require the following:

#### **COMMUNITY COUNSELING (12 s.h.)**

EDU 569	Mental Health
EDU 591	Group Dynamics
EDU 680	Family Therapy
EDU 686	Counseling Intervention

#### **GUIDANCE AND COUNSELING (12 s.h.)**

EDU 517	Evaluation and Measurement in Education
EDU 591	Group Dynamics
EDU 625	Advanced Educational Psychology
CED 681	Computer Applications in Guidance and Counseling

#### **MENTAL HEALTH COUNSELING (12 s.h.)**

EDU 569	Mental Health
EDU 591	Group Dynamics
EDU 680	Family Therapy
EDU 686	Counseling Intervention

#### **REHABILITATION COUNSELING (9 s.h.)**

EDU 639	Physical and Mental Disabilities
EDU 683	Industrial Rehabilitation
EDU 685	Rehabilitation Issues

Twelve (12) s.h. of electives may be taken in Mental Health; three (3) s.h. in Rehabilitation. If students wish to choose more than one area of specialization, all the specialized courses and a practicum and internship in an appropriate setting must be completed for each area. Graduate level courses in psychology may be taken as electives upon approval of the program advisor.



Courses on main campus are usually offered from 4:00-7:00 p.m. and 7:00-10:00 p.m. in the evening (Monday-Thursday) over the two (2) 15 week semesters. At Homestead Air Force Base, Community Counseling courses are usually offered from 5:30-10:00 p.m. over four (4) terms per year. Students are asked to take at least six (6) credits per semester or term in order to facilitate completion of the program in a timely fashion.

Students must pass a comprehensive oral and/or written examination and complete a scholarly paper before a degree is conferred.

## **II. EDUCATIONAL LEADERSHIP**

Cherie Lohr, Ph.D., Program Advisor

Educational Leadership is a 36 semester hour graduate program leading to the Master of Science degree in Educational Leadership and the Florida Educational Leadership certificate (K-12), Level I.

The program is designed to prepare students in the skills and competencies necessary to become outstanding administrators and principals in school institutions as single-site administrators (principals) as well as other mid-management levels. It includes the study of dynamics and successful practices that enhance and improve school organizations and people who work in them.

### **THE OBJECTIVES OF THE MASTER OF SCIENCE DEGREE IN EDUCATIONAL LEADERSHIP ARE:**

To provide the knowledge and skills necessary for acquisition of the competencies essential to success as a school-based administrator. Specifically, this includes those skills and competencies that relate to:

1. Instructional, institutional and human resource management;
2. Research and research methodology necessary in the decision-making process of resource allocation, management systems and evaluation;
3. Projection and communication of an articulate, positive position for education and educational institutions;
4. Organizational development, planned, effective change processes and improvement of institutional climate.

### **SPECIAL PREREQUISITES**

- Applicant's statement of purpose which describes how past achievement, leadership and administrative talents and goals relate to the decision to apply to the leadership program.
- Documentation of successful teaching or school experience.

### **PROGRAM OUTLINE**

The M.S. in Educational Leadership is a 36 hour program that includes the eight Florida Leadership Domains. The following courses represent the core of the program.

Each course is three (3) semester hours:

- EDU 601 Methodology of Research
- EDU 614 Educational Leadership I
- EDU 615 Educational Leadership II
- EDU 623 School and Community Relations
- EDU 624 Instructional Design and Evaluation
- EDU 637 The Principalship
- EDU 674 School Law
- EDU 675 School Finance
- EDU 699 Internship in Educational Leadership
- CED 661 Administrative Application of Technology
- Electives (6 semester hours)

### **DEGREE REQUIREMENTS**

Completion of 36 graduate credits as indicated in the program outline. An average of 3.0 must be maintained. A written and oral examination must be completed after the completion of 24 semester hours and before the completion of the last course in the program. Electives will be chosen with the approval of the advisor.

### **III. ELEMENTARY EDUCATION (30 s.h.)**

Gerry Bohning, Ed.D., Program Advisor

The focus is to meet the continuing professional growth needs of elementary school teachers. The objectives of the program are for the graduate student to gain competencies to better understand child development, to broaden one's knowledge of education, to improve instructional effectiveness in the classroom, and to develop leadership roles to influence elementary curriculum and instruction at the classroom and school building levels. The program outline follows a framework of Description (sources for making decisions), Application (elements for development), and Implementation (use of Description and Application).

### **PROGRAM OUTLINE**

Courses that are required are identified; electives are chosen by the student with advisor approval.

#### **Description Framework (6 s.h. required)**

- EDU 516 Guiding Elementary Learning
- EDU 595 Advanced Elementary Curriculum

#### **Application Framework (18 s.h.)**

##### **Required (6 s.h.)**

- EDU 601 Methodology of Research **and**  
(select one course)
- EDU 505 Research and Current Trends in Elementary Curriculum and Instruction
- EDU 510 Multiculture Elementary Education
- EDU 625 Advanced Educational Psychology.



**Elective** (12 s.h. — select four courses)

- EDU 512 Teaching the Elementary Mainstreamed Exceptional Student
- EDU 514 Classroom Management
- EDU 535 The Teaching of Language Arts in Elementary Education
- EDU 537 Strategies for Elementary Diagnostic-Prescriptive Instruction
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 552 Critical Thinking in Elementary School Science and Social Studies
- EDU 554 Literature for the Elementary Classroom
- EDU 568 Reading in the Content Area
- EDU 590 Corrective Reading
- EDU 604 Teaching Vocabulary and Comprehension Skills
- CED 680 Computer Applications in Elementary Education

**Implementation** (6 s.h. required)

- EDU 605 Practicum in Elementary Curriculum and Instruction
- EDU 606 Advanced Practicum in Elementary Curriculum and Instruction

Note: Courses accepted in lieu of any of the above must have an advisor approved plan submitted to the Office of the Dean.

**IV. EXCEPTIONAL STUDENT EDUCATION** (33 s.h.)

Arlene Sacks, Ph.D., Program Advisor

Exceptional Student Education is a 33-semester hour graduate program leading to a Master of Science degree in Exceptional Student Education. This program offers a comprehensive background for those persons interested in the exceptional child in the classroom as well as those working in related fields such as regular elementary and secondary school teachers, guidance counselors, school psychologists, and administrators.

The completion of the program leads to certification in the areas of learning disabilities and mental retardation. The program enables students to understand a variety of exceptionalities, to plan an appropriate program for an exceptional student, and to take an active role in staffing a child into the least restrictive environment.

Additional areas of certification in Exceptional Student Education are offered during the summer sessions in the "Summer Institute for Educators" in areas such as gifted education, emotionally handicapped, early childhood handicapped, hearing, vision and learning disabilities.

**PROGRAM OUTLINE**

All courses required. Ordinarily, courses are scheduled on Saturdays and are offered in a cycle format.

## **SPECIAL PREREQUISITES**

Applicants must have completed nine (9) semester hours in teaching elementary reading, elementary arithmetic, and children's literature or audio-visual materials.

## **REQUIRED BASIC COURSES**

- EDU 601 Methodology of Research
- CED 678 Computer Applications in Exceptional Student Education

## **REQUIRED EXCEPTIONAL STUDENT EDUCATION COURSES**

- EDU 511 Speech Correction for Children
- EDU 540 Foundations of Mental Retardation
- EDU 570 Introduction to Exceptional Children
- EDU 573 Teaching of the Mentally Retarded
- EDU 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 638 Educational Management of Retarded Children
- EDU 643 Evaluation of Children with Learning Disabilities

## **V. HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION (33 s.h.)**

Human Resources Development and Administration is a 33-semester-hour graduate program leading to a Master of Science degree in Human Resources Development and Administration. The program meets the professional growth needs of adults aspiring for careers in leadership of people serving organizations or for those who want to improve their skills for continued success in their current work. It provides the knowledge and practical experiences to help adults become successful leaders, trainers, facilitators, administrators, supervisors, adult educators, and mentors. The program is designed for adults employed in the settings of business, government, community and private agencies, health, religious, technical, vocational, and other people-powered agencies. A Master's degree in Human Resources Development and Administration serves the educational needs of trainers, supervisors and leaders, and will assist them to facilitate in a positive, nurturing manner the changes and growth needs of those in their professional environment.

The program is designed to provide the knowledge and practical experiences for the adult student to develop a leadership style, to communicate effectively as a leader, to plan for and implement change effectively, to build positive team and group relations, and to train and supervise adults for work related tasks.

In addition to the General Admissions Requirements a student entering the Human Resources Development and Administration Program is required to have professional work experience.



## PROGRAM OUTLINE

Basic courses are required; electives are chosen by the student with advisor approval. Each course is offered for three (3) semester hours credits.

### Basic Courses (18 semester hours required)

- EDU 601 Methodology of Research
- EDU 644 Leadership in Human Resources Development and Administration
- EDU 645 Communication in Leadership
- EDU 646 Dynamics of Change and Planning
- EDU 659 Adult Learning and Motivation
- EDU 678 Human Resources Development and Administration Practicum

### Elective Courses (15 semester hours; select 5 courses)

- EDU 647 Designing Technical Training Programs
- EDU 648 Group Behavior in Organizations
- EDU 649 Designing Supervisory Training Programs
- EDU 650 Designing Sales Training Programs
- EDU 653 Career Development and Life Work Planning
- EDU 660 Designing Health and Wellness Programs
- EDU 669 Consultant Activities in Leadership
- EDU 670 Productivity and Quality
- EDU 676 Designing Employee Assistance Programs
- EDU 677 Designing Customer Service Programs
- CED 668 Computer Applications for Adult Education
- MBA 600 Management
- MBA 601 Human Resources Management or
- MBA 606 Ethical and Societal Issues for Management

Six credits may be selected from other schools at Barry University with the approval of the Dean of the selected School and of the Human Resource Development and Administration advisor. The program is not designed for certification by the Florida Department of Education.

## DEGREE REQUIREMENTS

Completion of 33 graduate credits as indicated in the required core courses and electives are essential. A 3.0 average must be maintained. A comprehensive examination which demonstrates the application of the principles of human resource development and administration is required. In addition, each student must enroll in at least one semester (3 credits) of practicum work in which he/she participates in an HRD experience either as a supervisor, trainer or administrator. Students will participate in all required courses. Electives will be chosen by the student with approval all required courses. Electives will be chosen by the student with approval of the advisor.

**VI. PRIMARY EDUCATION (30 s.h.)** (Pending approval by Florida Department of Education)

Gerry Bohning, Ed.D., Program Advisor

The focus of the program is to meet the continuing professional growth needs of primary teachers. Emphasis is placed on a foundation of theoretical and conceptual considerations with practical applications at the classroom and school building levels. The program follows a framework of Description (sources for making decision), Application (elements for development), and Implementation (use of Description and Application).

**PROGRAM OUTLINE**

Courses that are required are identified. Electives are chosen by the student with advisor approval.

**Descriptions Framework (6 s.h. required)**

(select one course from the following)

EDU 539 Primary Programs, Curriculum, Instruction

EDU 572 Primary Programs and Practices

(select one course from the following)

EDU 515 Guiding Primary Learning

**Application Framework (18 s.h.)**

Required (6 s.h.)

EDU 601 Methodology of Research

(select one course from the following)

EDU 509 Multiculture Primary Education

EDU 543 Research and Trends in Primary Education

EDU 565 Language Acquisition in Primary Education

EDU 625 Advanced Educational Psychology

**Electives (12 s.h. — select four courses)**

EDU 514 Classroom Management

EDU 536 Strategies for Primary Diagnostic-Prescriptive Instruction

EDU 538 Teaching the Primary Mainstreamed Exceptional Student

EDU 544 Problem Solving in Primary Mathematics

EDU 547 Critical Thinking in Primary Science and Social Studies

EDU 548 Literature for Young Children

EDU 593 Child Study Skills for Primary Education

EDU 607 Beginning Reading for the Primary Years

EDU 679 Computer Applications in Primary Education

**Implementation (6 s.h. required)**

EDU 608 Practicum in Primary Curriculum and Instruction

EDU 609 Advanced Practicum in Primary Curriculum and Instruction

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.



## VII. READING

Ann Carneal, Ed.D., Program Advisor

### MASTER OF SCIENCE IN READING (M.S.)

The Master of Science degree in Reading is a 30 semester hour program for classroom and special reading teachers. The program prepares teachers at the elementary and secondary levels, is approved by The Florida State Department of Education, and leads to Florida certification in Reading, K-12.

#### ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited college with a 3.00 (B) average.
- Florida Teacher's Certificate or eligibility for certification.
- Satisfactory score on the Miller Analogies Test.
- Two letters of recommendation.

#### SPECIAL PREREQUISITES

Applicants must have completed a course in Children's Literature.

#### REQUIRED COURSES (27 s.h.)

- |         |   |
|---------|---|
| EDU 601 | Methodology of Research                                       |
| EDU 517 | Evaluation and Measurement in Education                       |
| or      |   |
| EDU 617 | Psychological Measurements                                    |
| EDU 535 | Teaching Language Arts  |
| EDU 567 | Foundations of Reading Instruction                            |
| EDU 568 | Reading in the Content Areas                                  |
| EDU 584 | Reading Diagnosis   |
| EDU 590 | Corrective Reading  |
| or      |   |
| EDU 634 | Remedial Reading  |
| EDU 607 | Beginning Reading for the Primary Grades                      |
| or      |   |
| EDU 718 | Developmental Reading   |
| EDU 717 | Curricular and Supervisory Problems in Reading<br>(Practicum) |

#### ELECTIVES (6 s.h.)

(Select two courses)

- |         |   |
|---------|---|
| EDU 604 | Teaching Vocabulary and Reading Comprehension             |
| EDU 611 | Reading and Thinking Skills                               |
| EDU 612 | Teaching Reading to Secondary, College and Adult Students |
| EDU 613 | Methods for the Reading Resource Teacher                  |
| EDU 625 | Advanced Educational Psychology                           |
| EDU 630 | Psychology of Reading                                     |
| EDU 631 | Administration and Supervision of Reading Programs        |
| CED 676 | Computer Applications in Teaching Reading                 |

## **SPECIALIST IN EDUCATION (Ed.S.)**

The School of Education offers a program of courses leading to the Specialist in Education (Ed.S.) in **Reading** and in **Counseling**. The program is designed for teachers, counselors and leaders who want to extend knowledge and specialized skills beyond the Master's degree.

### **ADMISSION REQUIREMENTS**

- Master's degree from a regionally accredited college or university with a 3.2 grade point average.
- A minimum of 12 semester hours (four courses) in reading. Additional courses may be required to meet Florida teacher certification in Reading.
- Acceptable scores on the Miller Analogies Test.
- Two letters of Professional recommendation for advanced graduate study.
- Florida teacher certification or eligibility for certification.
- Two years of teaching experience or equivalent professional experience.

### **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 and advisor approval.

### **Ed.S. PROGRAM IN READING (30 s.h.)**

Ann S. Carneal, Ed.D., Program Advisor

### **PROGRAM**

The Specialist in Education degree program in Reading is a thirty-semester-hour program beyond the Master's degree. The program is designed for teachers and leaders at the K-12, community college and adult levels.

All work for the degree of Specialist in Education must be completed within seven years of admission to the program.

### **SPECIAL PREREQUISITES**

**Four reading courses (12 s.h.)**

**REQUIRED COURSES (6 s.h.)**

- EDU 708 Directed Research
- EDU 717 Curricular and Supervisory Problems in Reading (a supervised practicum)
- EDU 739 Non Thesis Research in Reading  
or
- EDU 740 Thesis Research in Reading

### **Required**

(select seven courses from the following) (21 s.h.)

- EDU 535 Teaching of Language Arts
- EDU 604 Teaching Vocabulary and Comprehension Skills
- EDU 607 Beginning Reading for the Primary Years
- EDU 611 Reading and Thinking Skills



EDU 612	Teaching Reading to Secondary, College, and Adult Students
EDU 613	Methods for the Reading Resource Teacher
EDU 630	Psychology of Reading
EDU 631	Administration and Supervision of Reading Programs
EDU 701	Advanced Study in Education
EDU 716	Advanced Diagnosis and Remediation in Reading
EDU 718	Developmental Reading
EDU 723	Advanced Seminar in Reading
CED 641	Implementing Computer-Assisted Instruction
CED 676	Computer Applications in Teaching Reading

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.

### **Ed.S. PROGRAM IN COUNSELING**

Stephen D. Miller, Ph.D., Program Advisor, Guidance and Counseling and Mental Health Counseling

John W. Williams, D.Ed., Program Advisor, Community Counseling and Rehabilitation Counseling

The Educational Specialist Degree in Counseling requires 60 semester hours of study. The program is designed to provide opportunity to upgrade academic preparation while meeting certification, certification maintenance, or licensure standards appropriate for career goals.

### **TRANSFER CREDIT**

A maximum of thirty graduate semester hours may be transferred into Counseling

### **REQUIRED COURSES (33 s.h.)**

EDU 600	Legal and Ethical Issues in Counseling
EDU 601	Methodology of Research
EDU 610	Human Growth and Development
EDU 617	Psychological Measurement
EDU 629	Social and Cultural Issues in Counseling
EDU 652	Individual Counseling Procedures
EDU 653	Career Development and Life Work Planning
EDU 658	Group Counseling Procedures
EDU 694	Practicum (6 s.h.)
EDU 699	Internship in Counseling (6 s.h.)

### **AREAS OF SPECIALIZATION (9-12 s.h.)**

#### **MENTAL HEALTH COUNSELING (12 s.h.)**

EDU 569	Mental Health
EDU 591	Group Dynamics
EDU 680	Family Therapy
EDU 686	Counseling Interventions

## **GUIDANCE AND COUNSELING (12 s.h.)**

- EDU 517 Evaluation and Measurement in Education
- EDU 591 Group Dynamics
- EDU 625 Advanced Educational Psychology
- CED 681 Computer Applications in Guidance and Counseling

## **REHABILITATION (9 s.h.)**

- EDU 639 Physical and Mental Disabilities
- EDU 683 Industrial Rehabilitation
- EDU 685 Rehabilitation Issues

Note: Courses accepted in lieu of any of the above must have an advisor approved plan submitted to the Office of the Dean.

## **COURSE DESCRIPTIONS — Education Prefix: EDU**

All courses numbered 500 are open to qualified undergraduate seniors.

### **509 Multiculture Primary Education (3)**

A study of national and international dimensions to develop competencies needed to understand cultural diversity, cultural pluralism, and the implications for curriculum and instruction for the primary years.

### **510 Multiculture Elementary Education (3)**

A study of national and international dimensions to develop competencies needed to understand cultural diversities, cultural pluralism, and the implications for elementary school curriculum and instruction.

### **511 Speech Correction for Children (3)**

Functional and organic speech deviations and the possible psychological implications in society with a view toward early and early recognition of a child's possible problem.

### **512 Teaching the Elementary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education for the regular classroom teacher. Includes methods and materials for instructing mainstreamed exceptional students in the elementary regular classroom.

### **514 Classroom Management (3)**

Techniques for observation, description, measurement, and evaluation of student behavior in the classroom. For teachers K-6. Applied project in area of specific grade interest required.

### **515 Guiding Primary Learning (3)**

How primary children learn and the factors influencing learning are used as the foundation for ways in which teachers can facilitate learning. An application of the principles of learning are applied to primary classroom situations.

### **516 Guiding Elementary Learning (3)**

Learning theory relevant to the nature of children and the factors influencing learning are used as the foundation for facilitating learning in the elementary classroom. An application of the principles of learning are applied to teaching subject areas in the elementary classroom.

### **517 Evaluation and Measurement in Education (3)**

Presents theory of group and individual tests for educational decision-making as a means of accountability. Laboratory experiences in the writing of test items and the design of tests.

### **522 Guidance and Counseling of Gifted Students (3)**

Focuses on the guidance and counseling of exceptional children, including special personality needs and strategies for intervention.

### **523 Nature and Needs of the Gifted (3)**

Course introduces the student to the characteristics and special needs of the gifted child. The unique nature and nurture situations in the development of the gifted child are discussed.

### **524 Educational Procedures and Curriculum for Gifted (3)**

The procedures, curriculum and specific teaching models for gifted children will be discussed in this course. An emphasis on individual and group needs through curriculum and materials will be introduced.



**525 Behavior Management (3)**

This course investigates behavior management strategies necessary to create an effective learning experience. Managing individual and group behavior through behavior modification techniques and learning psychology are reviewed.

**526 Educational Program — Emotionally Handicapped (3)**

The curriculum and program for the emotionally handicapped child will be studied. Programs for the multihandicapped child with dominant emotional problems will be evaluated. The individual programs as it effects the group curriculum will be analyzed.

**527 Classroom Management Emotionally Handicapped Child (3)**

The various classroom management techniques and specific situations within that classroom involving the management of emotionally handicapped children will be studied.

**529 Education of the Hearing Impaired (3)**

This course introduces the student to an overview of different language development techniques for the hearing impaired child beginning with normal language development. It also covers the social and psychological elements of the hearing impaired child.

**530 Education of Children with Visual Disabilities (3)**

The course will deal with the population defined as blind or partially sighted. It is directed at those aspects of behavior that are affected by loss of vision and appropriate delivery systems of education or rehabilitation services.

**531 The Young Handicapped Child: Part I (3)**

This course will focus on the development of young handicapped children; the normal development as well as genetic and environmental handicapping conditions will be studied.

**532 The Young Handicapped Child: Part II (3)**

This course will focus on the cognitive and social development of the young handicapped child. Information on language disorders, visual, and hearing impairments will be studied.

**535 The Teaching of Language Arts in Primary/Elementary Education (3)**

A methods course using an interdisciplinary approach to the teaching of language arts to primary and elementary students. Models for interrelating the language arts are studied; methods to match the models are applied to classroom situations. Methods project interrelating listening, speaking, reading, and writing required at school site.

**536 Strategies for Primary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching. Primary classroom organization, materials, responsibilities, and instructional strategies are included. Application project at classroom site required.

**537 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching in the subject areas at the elementary level. Classroom organization, materials, teacher roles, learner responsibilities, and instructional strategies are included. Application project in the classroom at elementary school site required.

**538 Teaching the Primary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education for the regular classroom teacher. Includes procedures, methods and materials for instructing mainstreamed exceptional students in the primary regular classroom.

**539 Primary Programs, Curriculum, Instruction (3)**

Foundations of primary school curriculum principles and instructional practices are examined and studied to expand the teacher's knowledge and skills. Understandings about measurability, taxonomies, program designs, and evaluation are utilized as they relate to constructing curriculum and implementing instructional practices. Programs, materials, and equipment in the areas of language arts, mathematics, science, art, music, rhythms, and dramatic play are observed. Field experiences and observations required.

**540 Foundations of Mental Retardation (3)**

Biological, psychological, and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for retarded children and adults.

**543 Research and Current Trends in Primary Education (3)**

Current research findings and the resulting trends in primary education are examined to identify components for developing curriculum and improving instruction at the classroom level.

**544 Problem Solving in Primary Mathematics (3)**

Curriculum foundations and instructional methods for primary school mathematics. Presents the knowledge and methods for classroom applications.



**547 Critical Thinking in Primary Science and Social Studies (3)**

Presents the knowledge and methods for teaching critical and creative thinking in the areas of primary science and social studies. Classroom log and applied project required.

**548 Literature for Young Children (3)**

Deals with trends and issues in primary education literature. Focuses on literature to support the academic areas, to enhance positive attitudes about self and others, and to help primary children enjoy books and reading.

**550 Research and Current Trends in Elementary Curriculum and Instruction (3)**

Current research findings and the resulting trends in elementary education are examined to identify components for developing curriculum and improving instruction at the elementary school level.

**551 Problem Solving in Elementary School Mathematics (3)**

Curriculum foundations and instructional methods for elementary school mathematics. Presents the knowledge and methods for classroom applications.

**552 Critical Thinking in Elementary School Science and Social Studies (3)**

Presents the knowledge and methods for teaching critical and creative thinking in the areas of elementary school science and social studies. Classroom log and applied project required.

**554 Literature for the Elementary Classroom (3)**

Deals with trends and issues in literature for the elementary school child. Focuses on literature to support the academic areas, to enhance positive attitudes about self and others, and to assist children enjoy books and reading.

**565 Language Acquisition in Primary Education (3)**

Deals with the fundamental concepts and questions of language acquisition for ages birth to nine years; relates those concepts and questions to primary classroom concerns. Required: school-site experiences observing children and their language and interacting with children through language.

**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.

**568B Reading in the Content Areas for the Elementary School Teacher (3)**

This course is designed to assist elementary classroom teachers teach reading and study skill strategies through the individual subject areas in their curriculum. Lessons, practice activities, and informal screen devices will be designed for specific content areas in the elementary grades. Field experience will be conducted in elementary classrooms.

**568D Reading in the content Areas for the Secondary Subject Area Teacher (3)**

This course is designed to assist secondary content area teachers deal with the text student interaction with print material. Teachers will learn specific reading and study strategies to aid their students in providing subject area learning. Teachers will design lessons, practice activities and screening devices in their own content area and use them with secondary students during field experience.

**569 Mental Health (3)**

Discusses the components of mental health systems, overviews personality theories and psychopathology, and provides training in use of the DSM-III. Students are encouraged to apply theories and procedures to case examples.

**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 Primary Education (3)**

Implementation of the psycho-social concepts dealing with the efficacy of a high level of sensitivity, awareness, receptivity, and adaptability on the part of teachers of primary children; designed to assist pre-service and inservice teachers in acquiring practical skills in the affective domain for the purpose of creating climates conducive to success in cognitive tasks: laboratory experience.

**572 Primary Programs and Practices (3)**

A study of the foundations of the primary curriculum emphasizes building a basic curriculum related to perspectives of emotional, social, perceptual-cognitive, physical, and language developmental patterns; addresses play, communication, integrating the arts, bilingualism, and multicultural issues. Project at school site required.



**573 Teaching of the Mentally Retarded (3)**

Objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for the educable and trainable retardate.

**578 The Learning Disabled Child (3)**

Causes of learning disabilities and how they affect children in their social, emotional, and intellectual development; practical experiences in the study of how children learn control of movement, language, 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 students 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)**

Methods of diagnosing problems in reading. Includes the administration, interpretation and use of formal and informal tests. Prerequisite: EDU 322, 467/567, or equivalent.

**585 Principles of Guidance (3)**

Introduces the fields of guidance, counseling, and higher education student affairs. Ethics, professionalism, societal change, assessment, and counseling techniques are discussed.

**587 College/University Student Services (3)**

Overview of fundamental concepts, organization and administration of higher education student affairs/service work. Current methods and instruments as well as a professionalism and ethics are discussed.

**588 Crisis Intervention (3)**

Investigation and analysis of the theories and techniques in crisis intervention with particular emphasis on situational and developmental crisis.

**589 Introduction to Mental Health Counseling (3)**

Mental Health Counseling concept; its theory and philosophy; how to conduct community needs assessment studies and implement new programs; designed for persons working in human service jobs; overview of mental health agencies in the county and their various functions; grant writing and proposals 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 with students K-12 classroom. Prerequisite: EDU 484/584 or permission of advisor.

**591 Group Dynamics (3)**

A face-to-face group experience, with major emphasis on the psycho-social approach to group functions: development of personal identity, and self and social control.

**592 Workshop in Education (variable)**

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

**593 Child Study Skills for Primary Education (3)**

Includes guidelines and techniques to observe, record, diagnose, analyze and prescribe for the personal and social, motor, language, and perceptual-cognitive development of primary children in a variety of child care and educational settings. Includes working with families and parents. School-site experience required.

**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.**

**600 Legal and Ethical Issues in Counseling (3)**

Examines the historical development of counseling as a profession, identifies professional organizations, discusses the ethical standards established by these organizations, examines licensure laws and national certification standards in counseling, and overviews the rights of consumers.



**601 Methodology of Research (3)**

Research methods and experience in identifying a research problem; developing a design for the study and preparing a research proposal; reading and interpretation of research literature.

**604B Teaching Vocabulary and Comprehension Skills (3)**

This course is designed to assist elementary teachers in improving the teaching of vocabulary and comprehension in grades 1-6. Specific vocabulary and comprehension strategies for the elementary grades are taught through modeling. Teachers will develop lesson plans and videotape vocabulary and comprehension lessons in elementary classrooms.

**604D Teaching Vocabulary and Comprehension Skills for the Secondary Content Area Teacher (3)**

This course is designed to assist secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) in improving the teaching of vocabulary and comprehension in their individual subject areas. Specific vocabulary and comprehension strategies for the secondary content areas are presented. Teachers will develop lesson plans and videotape vocabulary and comprehension lessons taught in their specific content area classroom.

**605 Practicum in Elementary Curriculum and Instruction (3)**

The application of elementary school curriculum and instruction in meaningful situations. A field-based experience with the supervision of a University instructor.

**606 Advanced Practicum in Elementary Curriculum and Instruction (3)**

Supervised elementary school study to apply knowledge and skills in a professional setting. Field-based opportunities to design elementary curriculum and instruction on topics or projects.

**607 Beginning Reading for the Primary Years (3)**

Includes theoretical foundations of emergent literacy, reading curriculum for primary children, and techniques for teaching primary reading. Applied project required.

**608 Practicum in Primary Curriculum and Instruction (3)**

The application of primary education curriculum and instruction in meaningful real situations. A field-based experience with the supervision of a University instructor.

**609 Advanced Practicum in Primary Curriculum and Instruction (3)**

Supervised primary advanced study to apply knowledge and skills in a professional setting. Field-based opportunities to work on primary curriculum and instruction topics or projects.

**610 Human Growth and Development (3)**

Discusses life-span theories of development, models of moral, intellectual, and sexual development, normal and abnormal behavior, and learning theories; relates them to the needs of specific client populations.

**611B Reading and Thinking Skills for the Elementary School Teacher (3)**

This course is designed to help elementary teachers improve reading and thinking skills in their classrooms. Teachers will learn tactics and strategies which help organize elementary children's thinking. Techniques to guide the reading and thinking processes of elementary school children will be featured.

**611D Reading and Thinking Skills for the Secondary Content Area Teachers (3)**

This course is designed to assist secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) in improving reading and thinking skills in their subject area classrooms. Teachers will learn strategies which help organize secondary student's thinking in the specific content area. The secondary content area teacher will learn to make decisions for teaching content area reading based on strategies for teaching thinking.

**612 Teaching Reading to Secondary, College, and Adult Students (3)**

A comprehensive study of the major components involved in the teaching of reading at the secondary, college, and adult levels; includes diagnostic-prescriptive procedures and the organization and implementation of corrective instruction in vocabulary, word attack, comprehension, and study strategies.

**613 Methods for the Reading Resource Teacher (3)**

Specific information and methods for implementing the duties and responsibilities of a reading resource teacher at a school site. Includes consultative skills for assisting content area teachers. The focus includes human relations and leadership skills.

**614 Educational Leadership I (3)**

This course is directed toward a study of the concepts, research and literature in leadership and their relationships to the development and maintenance of an educational organization.



**615 Educational Leadership II (3)**

This course is designed to develop an understanding of the operations of educational organizations and the behavior of the people who work and live within them.

**616 Assessment and Intervention in PreSchool Special Education (3)**

This course will cover assessment instruments useful in the evaluation of infants and young children. The need to develop interdisciplinary teams for assessment and intervention will be discussed.

**617 Psychological Measurement (3)**

Overviews the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Practical experience in use of tests in applied settings is offered. Prerequisite: EDU 601.

**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.

**620 Working With Families and Communities Preschool Special Education (3)**

This course will focus on the various environments in which the exceptional infant and child must function. In addition to the home, school and community, available resources and referral agencies must be included to aid the child and the family.

**622 Leadership Skill and Change (3)**

Students will become acquainted with major leadership theories. Implementation skills focus on formal and informal organizations, decision making, and the change process. Strategies are included for planning and resource management for change implementation.

**623 School and Community Relations (3)**

A study of policies, practices and strategies in school and community relations.

**624 Instructional Design and Evaluation (3)**

This course is designed to be a survey of the field of curriculum theory, practices of curriculum development and curriculum change, and organizational patterns for developing curriculum and implementing change.

**625 Advanced Educational Psychology (3)**

Surveys modern theories and principles of human development in learning and applies them to present-day educational settings.

**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.

**629 Social and Cultural Issues in Counseling (3)**

Identifies current socio-economic trends in society, changes in human roles, and multi-cultural issues. Examines societal concerns about age, race, AIDS, sexuality, gender, and ethnicity.

**630 Psychology of Reading (3)**

The reading process is examined psychologically, physiologically and socially. Current methods and trends in teaching reading and historical and current research are examined. Prerequisite: EDU 567 or equivalent.

**631 Administration and Supervision of Reading Programs (3)**

The principles of leadership, staff development and group processes are used as the bases for administering and supervising a reading program at a school site. Prerequisite: EDU 567 or equivalent.

**634 Remedial Reading (3)**

Practicum course dealing with remedial techniques for students 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. Prerequisite: 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.



**637 The Principalship (3)**

This course is designed to be an intensive study of the principal's roles and responsibilities as related to organizational development, communications systems, staff selection, orientation and evaluation, curriculum development and implementation, scheduling, budgeting and plant/facilities use.

**638 Educational Management of Retarded Children (3)**

The education, management, and curriculum of mentally retarded children and youth, to include educable, trainable and profoundly handicapped, will be discussed with emphasis on individual as well as classroom management techniques.

**639 Physical and Mental Disabilities (3)**

Overviews the physical and mental aspects of specific disabilities and assesses their impact upon the rehabilitation process. Management of the medical, psychiatric, psychological, and social services delivered to clients with specific disabilities is discussed.

**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.

**644 Leadership in Human Resources Development (3)**

The theory, processes, skills and understanding related to human resources development are examined. Concepts of the leadership role are analyzed and applied. This course includes the forces, interest groups and power structure influencing the role of trainers and HRD professionals.

**645 Communication in Leadership (3)**

The course is designed to develop an understanding of the process of communication in leadership roles and to improve personal skills for effective communication. Topics include the communication process, effects of organizational structure on communication, and conflict management.

**646 Dynamics of Change and Planning (3)**

Examines how change that affects work related behavior takes place within organizations and individuals as a result of the intentional interventions of a change agent. Ways of obtaining both monetary funding and community/organizational support for innovative projects are examined.

**647 Designing Technical Training Programs (3)**

Examines the principles of designing and conducting sales training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and course and participant evaluation.

**648 Group Behavior in Organizations (3)**

The course emphasizes knowledge and skills necessary to build an effective team and team relationships to carry out a work related goal. Topics include person-to-person communication, small group processes, conferencing skills, networking and coaching.

**649 Designing Supervisory Training Programs (3)**

Examines the principles of designing and conducting supervisory training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and course and participant evaluation.

**650 Designing Sales Training Programs (3)**

Examines the principles of designing and conducting sales training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and participant evaluation.

**652 Individual Counseling Procedures (3)**

Presents the major theories and practices in individual counseling. Topics include case conceptualization, treatment planning, case management, relationship building, problem-solving and outcome assessment. Students may be required to conduct individual counseling sessions outside of class with a population appropriate to their area of specialization.

**653 Career Development and Life Work Planning (3)**

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques, and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job seeking skills are taught.



**657 Advanced Group Dynamics (3)**

Presents concepts, research, and theory relative to the small group process. Students participate in small advanced, face-to-face task groups. Emphasis is placed 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)**

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship. Prerequisite: EDU 652.

**659 Adult Learning and Motivation (3)**

Human learning and motivation are examined for the purpose of creating and facilitating effective learning experiences for adults in a work related setting. Projects are required which design the environment for effective adult learning and enhance the motivational value for task completion.

**660 Designing Health and Wellness Programs (3)**

Examines the principles of designing, organizing and administering health and wellness programs within organizations. Emphasis will be given to program design, program leadership, and activity and participant evaluation.

**669 Consultant Activities in Leadership (3)**

Introduces Human Resource Development professionals to the role of the internal and external consultant. Emphasis will be given to marketing, negotiating, providing and evaluating services.

**670 Productivity and Quality (3)**

Introduces the applications of productivity, team work, and cooperation as they apply to organizational efficiency.

**674 School Law (3)**

This course is intended to be a general study of the law of public education with particular emphasis on Florida school law.

**675 School Finance (3)**

This course is designed to prepare educational leaders in the areas of finance and school business management.

**676 Designing Employee Assistance Programs (3)**

Examines the principles of designing, organizing, and administering Employee Assistance Programs within organizations. Emphasis will be given to program design, program leadership, program confidentiality, and activity and participant evaluation.

**677 Designing Customer Service Programs (3)**

Examines the principles of designing, organizing and administering customer service programs within organizations. Emphasis will be given to program design, program leadership, and activity and participant evaluation.

**678 Human Resource Development Practicum (3)**

Students will plan and participate in a human resource development situation by serving as counselor, trainer, instructor or administrator. The practicum site may be varied and selected through agreement of the professor. Requires supervision of approved professor.

**680 Family Therapy (3)**

Investigates the theories and practices of family therapy. Current models of therapy are studied and applied in practice sessions. Prerequisites: EDU 591, 652, 658.

**682 Consultation Procedures (3)**

Reviews of the principles of consultation between counseling professionals; in applied settings. Process models of consultation are presented. Prerequisite: Permission of Program Advisor.

**683 Industrial Rehabilitation (3)**

Compares and contrasts the roles of the rehabilitation counselor in the private and public sectors, with emphasis on case management, job finding, and placement. Basic insurance principles, job modification and supported employment are discussed. Role-playing of expert testimony in administrative law or civil proceedings is required.

**684 Counseling Supervision (3)**

Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Prerequisites: EDU 591, 652, 658, 694.

**685 Rehabilitation Issues (3)**

Overviews the history and development of rehabilitation counseling, examines the functions of the rehabilitation counselor in a variety of settings, and addresses the current issues and trends in the field.

**686 Counseling Interventions (3)**

Surveys the theory and techniques associated with such counseling interventions as relaxation, systematic desensitization, modeling, imagery, assertion training, behavioral self-control, and cognitive restructuring. Students are encouraged to experience these techniques and apply them in real or simulated settings. Prerequisite: EDU 652.

**687 Marital and Family Systems (3)**

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective. Prerequisite: EDU 680.

**688 Marital Therapy (3)**

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided. Prerequisites: EDU 680 and 687.

**689 Marital and Family Systems (3)**

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marriage and family functioning.

**694 Counseling Practicum (3-6)**

Requires 150 hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the knowledge and skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Prerequisites: EDU 591, 652 and 658 for all students (with EDU 569 and EDU 680 being additional prerequisites in Community Counseling and Mental Health Counseling): permission of the Program Advisor.

**698 Seminars in Guidance and Counseling (3)**

Presents the recent developments, issues, and trends in counseling. Library research is required for preparation of a presentation and/or research paper.

**699 Internship in Educational Administration (3)**

The Internship is a planned program of leadership experiences and responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, educational experiences and career goals.

**699 Internship in Counseling (3-6)**

Requires completion of 600 clock hours of field experience in a community health and/or human services organization appropriate to the degree program. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: All core and area of specialization courses.

**701 Advanced Study in Education (1-3)**

Opportunities to pursue research with the guidance of an advisor in areas of special interest to the student; approval of program advisor required.

**708 Directed Research (3)**

Advanced research. Investigation of a significant problem in education with an emphasis in the students' area of specialization culminating in a project describing the research. Prerequisite: EDU 601.

**716 Advanced Diagnosis and Remediation in Reading (3)**

Interpretation of tests used to diagnose reading-learning disabilities having an effect on the reading process. Development and implementation of a remedial program in the K-12 classroom setting. Prerequisite: EDU 584.

**717 Curricular and Supervisory Problems in Reading (3)**

A practicum in reading course. A supervised experience in an instructional reading situation. The focus is a reading teacher using techniques for working with students, administrators, other teachers, and the community in a supervised setting. Prerequisite: Admission to the Ed.S. program in Reading.

**718 Developmental Reading (3)**

Objectives, techniques and procedures for programs of developmental reading in primary, elementary, middle, and secondary schools are the foundation of studies to integrate reading within total academic programs. Prerequisite: EDU 567 or equivalent and permission of advisor.



**723 Advanced Seminar in Reading (3)**

An examination of current research and theories in reading. Includes new approaches to restructuring curriculum to integrate reading and the language arts. The function and responsibilities of the coordinator or program administrator as related to classroom reading instruction are studied. Prerequisite: Permission of Advisor.

**739 Non-thesis Research in Reading (variable credit)**

Specialist in Education project relating to a problem in reading. Supervised by a University faculty member. Variable credit, 3-6 semester hours. Prerequisite: Admission to the Ed.S. program in Reading.

**740 Thesis Research In Reading (variable credit)**

Specialist in Education research relating to a thesis problem in reading. Supervised by a University faculty member. Variable credit, 3-6 semester hours. Prerequisite: Admission to the Ed.S. program in Reading.

# School of Nursing

Judith A. Balcerski, R.N., Ph.D., Dean

## Undergraduate—Bachelor of Science in Nursing

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 curriculum in the School of Nursing is process based on 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 undergraduate and graduate curriculums are 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.

The baccalaureate degree in nursing may be earned in any one of five distinct options: the Basic Option, the Registered Nurse Option, the Accelerated Option, the Two-Year Transfer Option, and the L.P.N. to B.S.N. 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. A registered nurse with a bachelor's degree



out of the field may be able to complete the program more rapidly. Some registered nurses may be eligible to enroll in graduate level courses in lieu of part of the RN to BSN curriculum. 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. A Two-Year Transfer Option is available for transfer students with 41 or more credits applicable to the nursing program requirements. This option takes two years including the intervening summer to complete. An LPN to BSN Option allows qualified LPNs to test out of 12 credits in the nursing program to avoid unnecessary duplication of content. 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 and licensed practical nurses. (Provider #27U0081)

### **BASIC OPTION ADMISSION REQUIREMENTS**

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 or 18 on the ACT.
- (4) Transfer students to the Basic Option must present a 2.50 cumulative grade point average.

### **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) and Pharmacology (NUR 215) 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 nursing faculty.
- (2) Pharmacology (NUR 215) must be taken concurrently with NUR 238, Nursing Concepts II. Introduction to Computers (CIS 180) is prerequisite to Pharmacology.
- (3) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to Parent/Newborn Nursing (NUR 327).
- (4) In the event of withdrawal from or if a grade lower than a C is received in any clinical nursing course or NUR 215, 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 refused permission to continue.
- (5) Only one lab/clinical nursing course may be repeated and then only with the recommendation of the nursing faculty.

#### **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, and professional liability insurance coverage
- (3) three recommendations, and an information and planning interview with an academic advisor for R.N. students.

#### **Alternatives to Earn Credit**

Requirements of the program are met through CLEP, NLN Mobility and Achievement Examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. The student may also earn credit through the School of Adult and Continuing Education where courses are taught in a manner and in time blocks appropriate for the adult working student.

#### **Proficiency Examinations**

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. For each specified course there is a study 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 for the following:

BIO 152 — Biochemistry  
BIO 220 — Human Anatomy  
BIO 240 — Physiology  
BIO 253 — Microbiology  
NUR 483 — Health Assessment

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/Achievement Tests**

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) in lieu of  
NUR 238 Nursing Concepts II

NLN Book II: Care of the Client During Childbearing and Care of the Child (12 credits) in lieu of  
NUR 327 Parent/Newborn Nursing  
NUR 377 Child/Adolescent Nursing

NLN Book III: Care of the Client with a Mental Disorder (6 credits) in lieu of

NUR 388 Adult/Elderly Nursing: Psychiatric-Mental Health  
NLN Achievement Test: Nursing Care of Adults in Special Care Units (6 credits) in lieu of  
NUR 378 Adult/Elderly Nursing: Biophysical Crisis

The Profile and Achievement Tests are offered four times a year, and R.N. students may take them in any order they choose. 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 asked to enroll in the theory portion of the corresponding course.

#### **Equivalent Credit Alternatives**

Qualified R.N. students may be eligible to receive some credit in place of taking related NLN tests. These alternatives include: ACT/PEP nursing exams; national certification in an area of clinical nursing practice; and portfolio credit. Details are available from the Director of Alternative Nursing Options.

### **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 or proficiency in each with “Credit”;
- completion of a minimum of 6 semester hours at Barry University;
- successful completion of NLN Mobility Profile II and NLN Achievement test, or their equivalents.

#### **R.N. to M.S.N. Alternative**

R.N. students may take up to 12 credits in graduate nursing courses in lieu of some of the R.N. to B.S.N. courses. To qualify, the student must meet all other criteria for admission to and progression through the R.N. to B.S.N. Option and must have a GPA of at least 3.0.

#### **ACCELERATED B.S.N. OPTION**

Admission to the Accelerated B.S.N. 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 40 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.

#### **TWO-YEAR TRANSFER OPTION**

Admission to the Transfer Option requires:

- (1) completion of anatomy, microbiology and bio-chemistry without repetitions or withdrawals;
- (2) completion of a minimum of 41 credits in coursework applicable to nursing program requirements; and
- (3) 3.00 cumulative college grade point average.

Progression into the summer portion of the option requires:

- (1) at least a B in NUR 215, 225, 231, & 238;



(2) at least a C in each liberal arts course taken with the 200 level nursing courses; and

(3) a 3.00 cumulative college grade point average.

For accurate advising students planning to enroll in the Two-Year Transfer Option should meet with the dean of the School of Nursing while taking the science and liberal arts requirements. Early advisement will prevent unnecessary delay in admission since this program does not require completion of the Associate degree.

### **LPN to BSN OPTION**

Admission to this option requires:

(1) 2.5 or equivalent average in LPN and college courses;

(2) current active Florida LPN license or proof of eligibility to sit for the NCLEX-PN; and

(3) an interview with an academic advisor may be required.

This program is similar to the Basic and Two-Year Transfer Options but allows the qualified LPN to test out of nursing coursework. These courses include:

NUR 215 Pharmacology	2
NUR 225 Basic Nursing Skills	3
NUR 231 Nursing Concepts I	4
DIN 271 Nutrition in Clinical Care	3
	<hr/>
	12

All other coursework remains the same as the Basic Option with the addition of NUR 203 LPN Role Transition. The course sequence, part-time or full-time status, and method to earn credit for other courses will be decided between the student and his/her advisor.

### **GRADUATION**

The student must meet all university and nursing program requirements. In compliance with the university requirement for a senior comprehensive examination, the senior students in the Basic, Accelerated and L.P.N. Options will be required to pass the secured version of AssessTest, a major, comprehensive examination. Upon completion of all nursing program requirements, the graduate is eligible to write the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. The application and records must be filed *at least 90 days before the examination date* since the student may be required to appear before the Board.

### **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**

### **Distribution and Corequisite Courses: Basic, Two-Year Transfer, and L.P.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  
THE Any Theology course  
HIS/POS/ECO Any History, Political Science or Economics course  
HUM/ARTS Three courses (9 cr.)  
DIN 271 Nutrition in Clinical Care  
CIS 180 Introduction to Computer Science

### **Prerequisite Courses: Accelerated Option (43 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/THE Any Philosophy or Theology course  
NUR 215 Pharmacology  
PHI 453 Bio-Medical Ethics (may be taken before or during the 12 months of nursing coursework)

### **Nursing Major: Basic, Two-Year Transfer, L.P.N., and Accelerated Options (55 cr.)**

NUR 215 Pharmacology (Prerequisite for Accelerated)  
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

**Distribution & Prerequisite Courses: RN to BSN and RN to MSN Options (61 cr.)**

**Alternatives to earn credit:**

CREDIT	DESCRIPTIONS
T-P	Human Anatomy + Lab
T-P	Microbiology + Lab
T-P	Biochemistry + Lab
T-P	Physiology + Lab
T-I	Statistics
T-C-I	English Composition (6 cr.)
T	Speech
T-C-I	Social Behavioral Science electives (9 cr.)
T-C-I	Humanities/Arts electives (9 cr.)
T-I	Philosophy elective
T-I	Theology electives
T	Bio-Medical Ethics
T-I	Computer elective
T-C-I	Open Elective

<p>P = Proficiency Exams  C = CLEP Exams  I = Independent Study by Correspondence  T = Transfer Credit</p>
--

**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

**Nursing Major: RN to MSN Option (29 cr.)**

- NUR 448 Group/Organizational Dynamics
- NUR 481 Community Health Nursing
- NUR 483 Health Assessment
- NUR 496 Nursing Management
- NUR 600 Nursing Theory
- NUR 602 Research in Nursing
- NUR 606 Dynamics of Interpersonal Relationships
- NUR 608 Teaching/Learning Process
- or
- NUR 610 Administration/Management Process
- NUR 690 Role Preparation in Nursing

## Course Descriptions—Nursing Prefix: NUR

### LEVEL II: DEVELOPMENTAL PROCESSES IN HEALTH AND ILLNESS

#### 203 LPN Role Transition (2)

Exploration of change in role from practical to professional nurse. Includes an introduction to the philosophy, concepts, and theories which form the conceptual framework.

#### 215 Pharmacology (2)

A survey of the principles of drug therapy which includes an introduction to the classification and characteristics of drugs. Prerequisites: NUR 231 and CS 180.

#### 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. (\$25 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, perioperative care, comfort/sleep 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. (\$25 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 215, NUR 231, BIO 240. (\$45 fee)

### LEVEL III: NURSING CARE OF DEVELOPING MAN

#### 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.

#### 303 Professional Processes (4) (RN to BSN only)

Examination of the health care delivery system based on the 7 processes inherent within the curriculum: scientific nursing process, change process, communication process, teaching/learning process, administration process, research process, and the process of professionalism. Prerequisite: Degree seeking status. Corequisite: NUR 307.

#### 307 Processes of Interpersonal Communication (2) (RN to BSN only)

Examination of psychological factors operating within self and others which influence communication effectiveness. Corequisite: NUR 303.

#### 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 and acute care settings. Prerequisites: NUR 238, DIN 271. (\$15 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, PSY 382. (\$15 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 physiological disfunctioning. Clinical experience is in critical care facilities. Includes a comprehensive health assessment experience. Prerequisite: NUR 377. (\$25 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. (\$10 fee)

**LEVEL IV: NURSING CARE OF MAN IN SOCIETY****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: MAT 152.

**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: NUR 303.

**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: NUR 303.

**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 378 for Basic and Accelerated Options; for RN Option, NUR 303, 307, 483 and completion of all NLN exams. (\$15 fee)

**483 Health Assessment (3)**

An introduction to the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152. (\$20 fee)

**487 Seminar in Nursing (2).**

Research and group discussion of selected topics for integration and application of major knowledge fields in nursing and related areas. Prerequisite: Senior Status.

**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 self, profession and society. Prerequisite: NUR 377, for Basic and Accelerated Options; for RN Option, NUR 303, 307, 483.

**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

Lucille Mercadante, R.N., Ed.D., Director

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 Nurse Practitioner. In addition, the program offers an opportunity for Nursing Administration majors to pursue the dual master's degree option with the School of Business (MSN-MBA).

To obtain the dual degree, MSN and MBA, requirements for both degrees must be met. Some requirements for each degree are common to both degrees, thus making it possible to earn both degrees with a total of 63 graduate credits while maintaining the quality and integrity of both programs.

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 two (2) years 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 education and primary care majors.
- A personal interview may be required.
- Dual degree majors (MSN-MBA) must also meet the admission requirements for the School of Business.

## **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 OBJECTIVES**

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.

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 NURSE PRACTITIONER MAJOR**

Upon successful completion of the Primary Care Nurse Practitioner major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- identify clients for whom primary care is appropriate;
- assess the 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.



**REGISTRATION FOR THESIS (NUR 699)  
OR COOPERATIVE RESEARCH PROJECT (NUR 700)**

1. A student may enroll for the maximum of 3 credit hours the first semester in which the thesis or research project is started. If completed and approved at the end of the first semester, the student will receive a "Credit" designation.

OR

A student may enroll for 1 credit per semester for a maximum of 3 credits over 3 consecutive semesters.

2. The student will receive an IP at the end of each semester, connoting "In Progress" until the thesis or research project is completed. A "Credit" designation will be granted when the thesis or research project is approved by the student's committee.
3. If the thesis or research project is not completed at the end of one calendar year following intial enrollment, the student will register and pay for one credit for each subsequent semester until completion of the thesis or research project.

**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.

A student is considered a candidate for the Master of Science in Nursing degree following completion of all admission requirements and twelve graduate credits with a GPA of 3.00 (B). Students who do not meet these requirements will be individually counseled regarding further progression in the program. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or theses/cooperative research project advisement.

**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	
BIO	510	Pathophysiology (3 Credit Hours) Required for Primary Care majors.	

**NURSING ADMINISTRATION MAJOR (19 Credit Hours)**

NUR	660	Administration/Organization Theories	(3)
NUR	662	Financial Management	(3)
NUR	682	Leadership/Management 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 NURSE PRACTITIONER MAJOR (19 Credit Hours)**

*NUR	653	Client & Family Education	(3)
NUR	663	Organization of Primary Health Care Resources	(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.

**NURSING ADMINISTRATION DUAL DEGREE OPTION: MSN-MBA (63 Credit Hours)**

**CORE COURSES (17 Credit Hours)**

NUR	600	Nursing Theory	(3)
NUR	602	Research in Nursing	(3)
NUR	604	Change Process	(2)
NUR	606	Dynamics of IPR	(2)
NUR	608	Teaching/Learning Process	(1)



NUR	664	Health Care Delivery	(3)
NUR	690	Role Preparations	(3)

**RESEARCH (3 Credit Hours)**

NUR	699	Thesis	(3)
		or	
NUR	700	Cooperative Research Project	(3)

**NURSING ADMINISTRATION MAJOR (16 Credit Hours)**

NUR	660	Admin/Organization Theory	(3)
*NUR	662	Financial Management for Nursing	(3)
*NUR	682	Leadership/Management Strategy	(4)
*NUR	696	Nursing Administration Practicum	(6)

**BUSINESS ADMINISTRATION MAJOR (27 Credit Hours)**

MBA	601	Human Resource Management	(3)
MBA	610	Computers & Executive Applications	(3)
MBA	620	Financial Management	(3)
MBA	640	Marketing Management	(3)
*MBA	650	Quantitative Analysis	(3)
*MBA	660	Managerial Accounting	(3)
*MBA	680	Managerial Economics	(3)
MBA	690	Legal Environment	(3)
MBA	699	Management Strategy & Policy	(3)

\*Courses have prerequisites

For MBA admissions requirements and course descriptions see School of Business MBA.

**Graduate Course Descriptions—Nursing Prefix: NUR**

**500 Legal Issues in Nursing (3).**

Analysis of principles of liability and judicial process with which health care organizations and professionals must contend when they have allegedly failed to follow the duty of due care. Particular emphasis is placed upon the nurse in his/her numerous role capacities.

**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.

**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 for Nursing (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 Primary Health Care Resources (3)**

Discussion of evolution, practice, and education of and legislation for primary care nurse practitioners. Systematic examination of public and private agencies providing health care services in the community.

**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.

**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 studied to develop nursing interventions and protocols. Medical diagnoses and protocols considered as interrelated to nursing protocols. Protocols for case management include medication, laboratory diagnostics and nutrition in prevention, wellness, episodic and chronic care.



**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.

**699 Thesis**

A scientific research study that student conducts independently.

**700 Cooperative Research Project**

A scientific research study conducted by a group of students.

# Ellen Whiteside McDonnell School of Social Work

Michael M. Connolly, Ph.D., Interim Dean

Elane Nuehring, 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 M.S.W. 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 responsibility, and professional accountability, 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 multi-cultural characteristics of South Florida. Program development in the School is sensitive to the differential needs of the service systems of Dade, Broward, and Palm Beach Counties.



# Master of Social Work (M.S.W.)

The MSW program is designed to educate students to engage in a problem-centered approach to advanced direct social work practice, using a range of intervention models and methods of practice. A problem area or "focus area" is selected by students; it may be advanced direct practice in (1) health care, (2) mental health, or (3) with families and children. 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 within the contexts of their communities. 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 MSW program is sequentially integrated to provide knowledge and skill of increasing depth and concentration. The broad educational purposes of the School are: educating students for the direct practice of social work including problem-centered intervention with individuals, families, and small groups in the community context; education for social work research with emphasis on evaluation of practice and programs; education for social responsibility and education for community service.

## 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.

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 **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
- SW 691 Field Instruction III

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

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**

Within the educational continuum, MSW students are expected 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 education in liberal arts, sciences, and humanities. They acquire knowledge of the complex interrelationships between individual social functioning and familial, peer, cultural, and social forces; develop an understanding of the importance of each for assessment and problem solution; and, demonstrate ability to engage in these activities with effectiveness. Students are expected to acquire a disciplined and systematic method of thinking in identifying, analyzing and ameliorating problems wherever the locus of the problem exists, including understanding the scientific basis for problem definition and multiple 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 scientifically evaluate the effectiveness of such interventions in their practices and in the programs within which they are conducted. Following from scientifically grounded practice and its evaluation, students are expected to become increasingly disciplined in use of self in interactions and interventions with others.

Students acquire knowledge and skill in a wide range of intervention models and methods of social work practice. They are expected to acquire depth of understanding and skill in applying direct social work practice methods; that is, students will graduate with knowledge of and advanced competence in social work treatment of individuals, families, and groups as they exist within their cultures and community structures.

### **Education for Advanced Direct Practice**

From the broad intent to educate for direct practice are derived the following objectives:

- (1) Upon successful completion of the MSW program, Barry University School of Social Work graduates will have acquired the basic and historic values of the social work profession that guide direct practice. These include the convictions that: (a) all individuals have worth and the right to be treated with human dignity and to choose and to contract for services; (b) social workers understand, value, and respect the uniqueness and special needs of culturally diverse populations; and (c) social workers are responsible for their own ethical conduct, quality of practice, and professional development in the whole range of social work practice settings.
- (2) Students will recognize information they hold from earlier life experiences and liberal arts education, and exhibit the ability to integrate and apply that information to social work practice along with new professional learning.
- (3) Graduates of the MSW program will possess scientifically grounded knowledge and skill necessary for effective and autonomous advanced



direct social work practice with (a) enhancement, prevention, and ameliorative purposes; (b) individuals, families, and groups as targets; and (c) breadth and versatility as well as depth of understanding sufficient to meet diverse and challenging client needs.

- (4) Graduates of the MSW program will possess scientifically grounded knowledge and skill necessary for intervention with children, adolescents, and adults, with oppressed, often impoverished special populations singled out as having particular salience for South Florida and the profession of social work. Intervention with special populations entails both culturally sensitive and diverse social work practice techniques and effective measures to relieve oppression and its consequences.
- (5) Having chosen one of the focus areas (health care, mental health, families and children), graduates will (a) be in command of knowledge of the fundamental social programs relevant to that focus area, and the ability to analyze those programs for effectiveness and integrity with public policy in that field of social services; (b) have had educational opportunities for direct service and advocacy in relation to persons afflicted with problems specified in the focus area; (c) possess knowledge of the fundamental findings of empirical research in the focus area.

#### **Education for Social Work Research**

Underlying all social work and social welfare endeavors is the challenge to improve and change dysfunctional social systems. This objective requires knowledge of intrapsychic, interpersonal and environmental forces that affect, create, or threaten to undermine the functioning of social systems. It also requires knowledge of the relative value of programs and methods of intervention in improving such systems. The fulfillment of the objective requires educating for the application of social work research methods to the evaluation of programs and of practices. It also requires skeptical evaluation of social work research 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 evaluation endeavors that question old assumptions and contribute to knowledge of new ways of preventing, ameliorating and remediating social dysfunctioning.

Specifically, the commitment to education for social work research at the MSW level implies that upon completion of MSW, graduates will have mastery of the concepts and skills necessary for:

- (1) scientific evaluation of one's practice and of social programs; and
- (2) critical appraisal and application of the findings of social work and other social and behavioral research to social work practice.

#### **Education for Social Responsibility and for Community Service**

The themes of education for social responsibility and community service are very closely related as they are interpreted at Barry University School of Social Work. The intent to educate for social responsibility assumes



knowledge and understanding of the human condition of persons in our pluralistic society; the perception to identify the nature and impact of major social changes; and the acquisition of skills which may be applied to enhance the lives of oppressed people and to contribute to the end of oppression. Social responsibility assumes the development of scientific knowledge, compassionate understanding, humanistic values and keen skills in the application of direct social work methods to correct inequities in our society. Although extended to all oppressed peoples, the School expresses its concern with social inequity with special emphasis on special populations characterized by large numbers in South Florida along with financial, social, and cultural impoverishment that engenders severe social stress.

In the context of the closely related theme of education for community service, the School of Social Work acknowledges its responsibility to instill in students the commitment to provide service to the community in which it is located through practice consultation, and continuing education.

Specifically, upon completion of the MSW, graduates of Barry will:

- (1) be able to recognize oppression and discrimination and identify actions capable of making social institutions more equitable, humane and responsive to human needs of individuals and/or oppressed population groups, and
- (2) possess scientifically grounded knowledge and skill, as well as motivation, necessary (a) for effective advocacy for the social resources needed to serve diverse and victimized populations, (b) for working effectively and creatively toward the goals of the profession and the community; and (c) for collaborating with faculty, alumni and students in efforts to enhance the leadership of the School on issues of social work practice, programs, or policy.

The School develops opportunities for students to engage in learning experiences, with alumni and faculty, which identify and illuminate social issues, initiate projects, program development, and practice enhancement.

#### **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 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 in Palm Beach County).

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 in Palm Beach County 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 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 complete their first 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 ten classroom courses and the first field instruction experience 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 ten classroom courses and the first field instruction experience over a two-year period. Classes are offered on the Barry University campus and in Palm Beach County. 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 with a bachelor's degree from an undergraduate social work program that is accredited by the Council on Social Work Education and who have received their degree within the five year period preceding their application, may apply to a nine month Advanced Standing program. Students will be admitted each fall semester. They will complete the second year of the Master of Social Work requirements in the fall and spring semester 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**

Students are placed in a wide variety of settings and locations, including the following organizations and agencies in Dade, Broward and Palm Beach Counties:

Bertha Abess Children's Centers, Inc.  
Biscayne Medical Center  
Broward Alcohol and Drug Program  
Broward Center for the Blind

Broward County Schools — Bilingual Program  
Broward County Mental Health  
Broward General Hospital  
Catholic Community Services of Dade, Broward and Palm Beach  
Cedars of Lebanon Hospital  
Center for Family Services of West Palm Beach and Boca Raton  
Child Protection Team of Broward County and of Riviera Beach  
Children's Home Society of Florida  
Children's Place  
Children's Psychiatric Centers, Inc. of Dade County  
Christian Community Services  
Chord  
Community Mental Health Centers of Northwest and South Dade,  
Delray Beach and West Palm Beach  
County Managers Office of Dade County  
Covenant Care Center  
Covenant House  
Cuban Planning Council, Inc.  
Dade-Monroe Regional Diagnostic & Resource System  
Department of Health & Rehabilitative Services, State of Florida: Child  
Abuse Treatment Project, Administrative Offices, and Landmark  
Delray Hospital  
Doctors Hospital of Lake Worth  
Domestic Violence of Dade County  
Douglas Gardens Comm. Mental Health Ctr. and Out-Patient Services  
Easter Seal  
Epilepsy Foundation  
Fair Oaks Hospital  
Family Mediation and Conciliation Units of Dade and Broward Counties  
Family Counseling Center of Dade County  
Family Service Agency of Broward County  
Federal Corrections Institute  
Fellowship House  
Florida Atlantic University Student Counseling Center  
Gold Coast Health Care  
Good Samaritan Hospital of West Palm Beach  
Guardianship Program  
Grant Center Hospital  
The Haven  
Health Crises Network  
Henderson Clinic of Broward County, Inc.  
Highland Park General Hospital  
Hospice, Inc.  
Humana Hospitals of South Broward and the Palm Beaches  
Human Resources of Dade County  
Human Services of Broward County  
Imperial Point Hospital  
Indian River Community Mental Health Center



International Hospital  
 Jackson Memorial Hospital and Psychiatric Inst.  
 Jewish Family & Children's Services of Dade, Broward and Palm  
     Beach Counties and Jewish Community Centers  
 Jewish Home & Hospital for the Aged  
 Juvenile Court Mental Health Services, Dade County  
 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  
 Mount Sinai Hospital  
 New Horizons Mental Health Center  
 North Miami Community 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  
 Palm Beach Institute Parent Resource Center Passageways  
 St. George's Day Care Center  
 Senior Centers of Dade County  
 Seminole Tribe of Florida  
 Sexual Assault Center  
 South Florida State Hospital  
 South Miami Hospital  
 Sunset Learning Center  
 Switchboard  
 United Way of Dade County  
 Urban Studies Institute  
 Veterans' Administration Medical Center  
 Visiting Nurses' Association of Palm Beach  
 YWCA of Greater Miami  
 Youth & Family Services of Dade County

**REQUIRED COURSE DESCRIPTIONS -  
SOCIAL WORK PREFIX: SW**

**501 Social Welfare Policies and Services I: (2)**

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The problems of poverty and inequality are highlighted as conditions that vitally affect the social functioning of people and constitute conditions that require the full power and most effective attention of government.

**502 Social Welfare Policies and Services II: (2)**

Focuses on policy analysis and change. Principles derived from current policy models are identified and applied to regional, state, and local policies.

**521 Social Work Practice I: (2)**

This foundation practice course provides a beginning base of practice theory from a holistic perspective. It imparts the basic values, concepts, principles and skills generic to social work practice with individuals, families, and small groups in community and organizational contexts.

**522 Direct Practice with Individuals and Families II: (2)**

Develops knowledge and skill in the helping process with individuals, couples and families. Outcomes include understanding of and skillfulness in employing the major elements of the social work interview, in managing the worker-client relationship system, in psychosocial assessment, goal setting, planning of interventions, and evaluation of outcomes.

**523 Direct Practice with Groups II: (2)**

Provides the foundations of group practice processes and methods, from beginning to termination. Application of group practice methods with support groups receives particular attention.

**551 Socio-Cultural Theories and Human Behavior: (2)**

Focuses on four sets of theories that aid in the understanding of human behavior; general systems theory, cultural theories, theories of community and complex organizations, and theories concerning the oppression of special populations.

**552 Personality Development and Human Behavior: (2)**

Focuses on the physical, social and emotional development and mastery of growth crises from birth to mid-adolescence.

**567 Psychodynamics of Adult Behavior: (2)**

Continues the study of the individual from late adolescence to old age and death. Emphasis is on current research of adult behavior, middle age and aging.

**581 Research I: (2)**

Provides beginning understanding and appreciation of the concepts and techniques of social research and their application to social work practice.

**582 Research II: (2)**

Expands knowledge of data collection techniques, descriptive and inferential statistical analysis and applies research to the evaluation of social work practice and programs.

**621 Direct Practice with Individuals and Families III: (2)**

Focuses on further differentiating the knowledge and application of the principles, concepts and use of interventions to assess and treat the problems of functioning of individuals, families and of family sub-systems.

**622 Direct Practice with Individuals and Families IV (2)**

Designed to enable students to acquire skill in the differential applications of interventions in complex circumstances involving individuals and families in which one member manifests severe psychopathological disturbance.

**623 Direct Practice with Groups III: (2)**

Emphasis is placed on the study of various approaches to group practice and the exploration of technical practice issues as the group is employed for treatment purposes.

**624 Direct Practice with Groups IV (2)**

Focuses on psychotherapeutic applications of groups practice with clients that have severe, chronic emotional disorders as well as group practice methodology with advocacy groups.

**639 Policy Issues in Health Services: (2)**

Focuses on the major social, economic, and ethical factors that impact on policies in health care and social work practice. Content includes examination of the psycho-social correlates of illness and healing, means for changing the health care systems, and the impact of health care policies on communities.

**640 Policy Issues in Family and Childrens' Services (2)**

Examines the direct and indirect impacts of social policies on families and children. Emphasis is placed on policy analysis for identifying and selecting between policy alternatives, political realities, and implementation of policy outcomes and decisions.

**641 Policy Issues in Mental Health Services: (2)**

Factors that have led to current mental health and substance abuse policies and programs are examined as a basis for developing strategies for policy change as well as planning and implementing future policy decisions. Elements that influence the design, effectiveness, and acceptance of policies and issues for professional practitioners are assessed.



**651 Psychopathology: (2)**

Reviews the classifications of mental disorders to provide a basis for the recognition of various emotional and mental problems. The relevance of this knowledge for social work practice is emphasized.

**681 Research III: (2)**

Provides advanced knowledge and skills in research methods appropriate for analyzing and evaluating human service programs and social work interventions.

# Doctor of Philosophy Social Work

Beulah Rothman, D.S.W.  
Director of Program

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, a doctoral practicum and dissertation.

## **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. Criteria employed in determining admission include 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. Typically, a student enrolls in two courses for the first semester and three the second semester. In the second year, the prac-



ticum is individually designed by the student and faculty advisor, based upon the student's interest and specialization. The student begins study in a specialized area, completing the area specialization paper, the candidacy examination, and the one-day-per-week practicum.

In the third year of the program the student intensively engages in implementing the dissertation research and completing all course requirements.

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.

**721 Social Policies in Health and Mental Health (3)**

Examination of current social policies affecting the administration and delivery of social work services in the health and mental health field. Special consideration will be given to potentially effective strategies which may be utilized by practitioners and administrators to strengthen or change existing policies in these areas.

**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.

**780 Practicum (3)**

This field study course builds the student's practical knowledge in his/her concentration and specialization. A formal learning plan is developed between the academic advisor, student, and field consultant. The practicum may be scheduled for one day per week, in any semester in the second or third year.



# Trustees

## The Board of Trustees

- |                                       |  |
|---------------------------------------|--|
| Mrs. D. Inez Andreas,<br>Chairperson  | *Mr. Victor Huff                         |
| Stephen M. Ayres, M.D.                | *Keith Kashuk, D.P.M.                    |
| Ted Blum, Esq.                        | Mr. R. Kirk Landon,<br>Vice Chairman     |
| Mrs. Susan M. Brinkley                | Mrs. Olga Melin                          |
| Mr. Bruce Burnham                     | Charles R. Modica, J.D.                  |
| Mr. C. Robert Campbell                | Mrs. Patricia Mosbacher                  |
| Mrs. Thomasina Caporella              | Mrs. Renee Mottram                       |
| Mr. Everett Colby                     | Frank Moya, M.D.                         |
| Mr. Patrick L. Connolly               | *Sister Jeanne O'Laughlin, O.P.          |
| Mr. Clark Cook                        | Mr. Leslie Pantin, Jr.<br>Dan Paul, Esq. |
| Mr. Frank Crippen                     | Mr. David L. Paul                        |
| Mrs. Edna-Gene Davidson               | Mr. Samuel J. Powers, Jr.                |
| Miss Vivian Decker                    | Mr. Wendell E. Ray                       |
| The Most Rev. Norbert M. Dorsey, C.P. | Mr. Garth Reeves                         |
| Lewis R. Elias, M.D.                  | Mrs. Irela Saumat                        |
| Sister M. Trinita Flood, O.P.         | Francis A.C. Sevier, Esq.                |
| Sister Grace Flowers, O.P.            | Mr. James Stewart                        |
| Sister Nadine Foley, O.P.             | Sister Julie Sullivan, O.P.              |
| Mr. Hugh E. Gentry                    | Edward P. Swan, Esq.                     |
| Mr. Juan Granados                     | Sister Sharon Weber, O.P.                |
| Mr. Arthur Hill                       | Mr. Peter Wolf                           |

\*ex-officio

## Honorary Members

- |                                 |                               |
|---------------------------------|-------------------------------|
| Mr. B. Boyd Benjamin            | The Hon. John Gale            |
| Mr. Jorge J. Bosch              | Mr. Milton Gaynor             |
| Sister Joanetta Bruene, O.P.    | Sister Dorothy Guettler, O.P. |
| Sister Thomas James Burns, O.P. | Mrs. Tina S. Hills            |
| Mr. John F. Costello            | Mr. Tibor Hollo               |
| Sister Catherine DeClercq, O.P. | Mr. Harry Hollywood           |
| Mr. John A. Eggen               | Mr. Abel Holtz                |
| Sister Jean Rosaria Fisch, O.P. | The Most Rev. John J. Nevins  |
| Mr. Edward C. Fogg, III         | Mrs. Mary Reinertson          |
|                                 | Mr. Gerald Ross               |
|                                 | Mr. Jay Weiss                 |

## Trustees Emeriti

- |                                |                              |
|--------------------------------|------------------------------|
| Mr. Shepard Broad              | Mr. John McGearry            |
| Mr. John Michael Garner        | Mr. Michael O. O'Neil        |
| Mrs. Ellen Whiteside McDonnell | Mrs. Joan Webb               |
|                                | Mother Genevieve Weber, O.P. |

# Administrative Organization

- President .....Sister Jeanne O'Laughlin,  
O.P., Ph.D.
- Special Assistant to the President in Community  
Relations and Government Affairs ..... B. Boyd Benjamin, B.A.  
Administrative Aide to the President..... J. Dianne Morgan  
Project Coordinator, Barry Treasure Coast ..... F. Cecile Roussell,  
Ph.D.
- Vice President for Academic Affairs ..... J. Patrick Lee, Ph.D.  
Associate Vice President; Dean, School of  
Adult and Continuing Education.....Sister Marilyn D. Morman,  
O.P., Ph.D.
- Associate Dean..... Patricia D. LaBahn, Ph.D.  
Associate Dean..... Joe L. Palmer, Ph.D.
- Coordinator, Portfolio Process,  
Academic Counselor .....Kathleen Magrath, D.P.A.  
Coordinator, Brevard County..... Leslie L. Linsenbarth, M.A.  
Coordinator, North Broward and South  
Palm Beach Counties ..... Louise Sundermeier, B.S.  
Coordinator, South Broward County.....Joseph A. Callahan, M.A.  
Regional Director, Broward and  
Palm Beach Counties ..... Marilyn K. Callahan, M.A.  
Coordinator, Collier County ..... Martha Gurwit, Ph.D.  
Coordinator, Homestead Air Force Base .....Shirley S. Paremore,  
M.B.A.
- Coordinator, Martin, St. Lucie, Indian  
River and Okeechobee Counties .....Beverly Whiteley, M.S.  
Coordinator, North Palm Beach County..... Sister Mary L. Reilly,  
O.P., M.S.
- Academic Coordinator, Business Program ..... Lorraine Hartley M.S.  
Academic Coordinator, Social, Behavioral,  
Environmental Sciences ..... Sharyn T. Richardson, Ph.D.  
Academic Coordinator, Written and Oral Communication,  
Art and Humanities ..... Sister Mary Anne Brennan, O.P., Ph.D.



Coordinator of Staff Development;  
     Academic Counselor ..... Toni A. Powell Ph.D.  
     Academic Counselor ..... Jane Bower, M.A.  
     Academic Counselor ..... John C. Guest, II, M.Ed.  
     Academic Counselor ..... Sister Nora T. Leahy, O.P., M.S.  
     Director, Legal Assistant Institute ..... Marni P. Lee, J.D.  
     Director, Conference Interpretation and Translation  
         Program ..... Ana Salinas, B.L.S.  
     Director, Marketing ..... Al McCullough M.B.A.

Associate Vice President for Academic Health Science Center/  
 Dean, Division of Biological and  
 Biomedical Sciences ..... Sister John Karen Frei, O.P., Ph.D.

    Director, Occupational Therapy Program ..... Sheryl Clark, M.S.  
     Laboratory Director/Office Manager,  
     Division of Biological Sciences ..... Deborah Montague, M.B.A.  
     Laboratory Assistant, Division of Biological  
     Sciences ..... Sister Jean Kathleen Comiskey, O.P., M.S.

Dean, School of Podiatric Medicine ..... Chester A. Evans, D.P.M.  
     Assistant Dean of Clinics, ..... John P. Nelson, D.P.M.  
     Lab Assistant ..... Frantz Haroon, M.A.

Dean, Academic and Instructional  
     Services ..... Mary Eileen McDonough, Ed.D.  
     Director International Student Center ..... Sister Margaret Mary  
         McGill, O.P., Ed.M.  
     Director of the Learning Center ..... Ina H. Steinberg, Ph.D.

Dean of Admissions & Enrollment Planning .... Robin R. Roberts, B.A.  
     Admin. Asst. to Dean, Office Manager ..... Carol A. Romagnolo  
     Assistant Dean of Admissions ..... Wade Contney, M.B.A.  
     Assistant Dean of Admissions ..... Jefferey L. Morris, B.A.  
     Admissions Counselor ..... Dana Bardwell, B.A.  
     Admissions Counselor ..... Ross Boyd, B.S.  
     Admissions Counselor ..... Alex Collins  
     Admissions Counselor ..... Louise Coulson, B.S.  
     Admissions Counselor ..... Mary B. Haban, B.B.A.  
     Admissions Counselor ..... Robert McClure, B.S.  
     Coordinator, Transcript Evaluations ..... Melinda Lewis, B.A.  
     Transcript Evaluator ..... Madeleine G. Whittaker, M.Ed.

Director of Academic Publications  
     and Advertising ..... Nancy B. Grubbs, B.S.  
     Director, Financial Aid ..... Laura Galvis, B.S.  
     Assistant Director, Financial Aid ..... Sally Cade  
     Financial Aid Counselor ..... Angela M. Scott, B.S.  
     Financial Aid Counselor ..... Marie K. Kaplan

Dean, School of Arts and Sciences ..... Shirley J. Paolini, Ph.D.

Assistant Dean, Undergraduate Studies;  
 Chair, English and Foreign  
 Languages Department ..... Laura S. Armesto, Ph.D.

Assistant Dean, Graduate Studies;  
 Chair, Theology and  
 Philosophy Department ..... Rev. John F. O'Grady, S.T.D.  
 Chair, Communication Department ..... Robert T. Jones, Ph.D.  
 Director of Cable Productions ..... Sister Marie Carol Hurley,  
 O.P., M.A.

Broadcast Technician ..... Mary Rode Worley, B.A.  
 Chair, Fine Arts Department ..... Patricia Minnaugh, M.F.A.  
 Chair, Physical and Mathematical  
 Sciences Department ..... Mary Ann Jungbauer, Ph.D.  
 Chair, Psychology Department ..... Wade Silverman, Ph.D.  
 Chair, Social Sciences Department ..... Jesus Mendez, Ph.D.  
 Chair, Sport and Recr. Sciences Dept. ... Michael M. Bretting, Ph.D.

Dean, School of Business ..... George J. Petrello, Ph.D.  
 Assistant Dean ..... Elliot M. Ser, D.B.A.

Dean, School of Computer Science ..... Robert L. Burke, Ed.D.  
 Assistant Dean ..... John M. Beaubrun, M.S.  
 Assistant Dean; Chair, Computer Science Dept. .... L.O. Stromberg,  
 D.Sc.E.E.  
 Chair, Computer Information Systems Dept. .... Robert Schumacker,  
 Ph.D.  
 Director, Computer Education Programs ..... Joel S. Levine, Ed.S.  
 Assistant Director Computer  
 Science Admissions ..... Bruce Barron, M.A.  
 Assistant Director Computer  
 Science Admissions ..... Diane Haley, M.B.A.

Dean, School of Education ..... Sister Evelyn Piche, O.P., Ph.D.

Dean, Library Services and  
 University Librarian ..... Hugh W. Ripley, M.S.L.S.  
 Head of Audiovisual Services ..... Haraldean M. Salerno, M.F.A.  
 Head of Reference Services ..... Mary Lynn Halsey McAloon,  
 M.S.L.I.S.  
 Reference Librarian ..... Nancy M. Pine, M.L.S.  
 Reference Librarian ..... William P. Morrissey, M.S.L.S.  
 Reference Librarian ..... David Holloway M.S.L.S.  
 Reference Librarian ..... Philip M. O'Neill M.S.L.S.

Dean, School of Nursing ..... Judith Ann Balcerski, Ph.D.  
 Director of Alternative Nursing Options .. Victoria Schoolcraft, Ph.D.  
 Director, Graduate Nursing Program ..... Lucille Mercadante, Ed.D.

Interim Dean, School of Social Work ..... Michael P. Connolly, Ph.D.  
 Associate Dean ..... Elane M. Nuehring, Ph.D.



Coordinator, Research and Training Center .....Barbara Rittner, M.S.W.

Dean of Records and University Registrar.. Grace Merino Schollmeyer, M.S.

Assistant to the Registrar.....Debra Archibald, B.S.

Assistant to the Registrar.....Edwina Sanders, B.P.S.

Vice President for Business Affairs .....Timothy H. Czerniec, M.B.A.

Associate Vice President for Business Affairs ... Freddy E. Ulloa, M.B.A.

Director of Administrative Data Center ..... Louise S. Lee, M.A.

Database Administrator ..... Evelyn N. Beninger

System Administrator ..... Joseph A. Vargas, B.S.

Director, Purchasing and Auxiliary Services ..... Sister Elizabeth McFadyen, O.P., M.S.

Purchasing Buyer ..... Nancy Perez

Controller ..... Ricardo E. Palacio, C.P.A.

Assistant Controller..... A. Fred Rodriguez, B.B.A.

Business Office Manager ..... Marga Rojas

Director, Personnel Services..... Sister Myra Jackson, O.P., M.B.A.

Director, Physical Plant ..... James Killmeyer

Director of Buildings, Grounds and Custodial Services .....Sr. Yolanda Pomante, O.P., M.A.

Director, Graphics/Printing ..... Vincent Woychowski

Acting Vice President for Institutional Advancement and Chair, Capital Campaign ..... Gene Autrey, B.E.E.

Associate Vice President for Institutional Advancement..... Sr. Sarah Cavanaugh, O.P., M.S.

Director of University Relations ..... Michele M. Morris, B.S.

University Editor ..... Phyllis T. Saunders, M.S.

Information Specialist..... Sisty Walsh, B.A.

Director, Special Events..... Maria Luisa Alvarez, M.B.A.

Director, Alumni ..... Donna Crawford, M.S.W.

Research Assistant..... Sister Elaine Scanlon, O.P., M.S.W.

Director Foundation Relations..... Linda B. Calahan, M.B.A.

Vice President for Student Services.....George J. Wanko, Ph.D.

Associate Vice President for Student Services .....Sister Peggy Albert, O.P., Ph.D.

Special Assistant to the Vice President..... Margaret Streck, M.Ed.

Executive Assistant to the Vice President..... Rita J. Sordellini, M.S.

Director, Athletics ..... Eddie A. Coletti, Ed.S.

Associate Director, Athletics ..... Michael Covone, B.P.S.

Head Coach, Men's Baseball..... Bruce Barclay, M.A.

Head Coach, Men's Basketball ..... William Mims, M.S.

Head Coach, Women's Basketball ..... Dan Olson, B.A.

Head Coach, Cross Country ..... Joseph Whitehead, J.D.

Asst. Coach, Cross Country ..... F. Dennis Mercado, B.S.





# Administration

ALBERT, Sister Peggy O.P. ....	Associate Vice President for Student Services; Counselor, Student Development
B.A. Wayne State University	
M.S.W. Barry University	
Ph.D. Barry University	
ALVAREZ, Maria Luisa .....	Director of Special Events
B.S. Georgetown University	
M.B.A. Nova University	
ARCHIBALD, Debra .....	Assistant to the Registrar
B.S. Barry University	
AUTREY, Gene .....	Acting Vice President for Institutional Advance- ment; Chair, Capital Campaign
B.E.E. University of Florida	
BALCERSKI, Judith Ann .....	Dean, School of Nursing; Professor of Nursing
B.S.N. Barry University	
M.S.N. Wayne State University	
Ph.D. University of Michigan	
BARCLAY, Bruce .....	Head Coach Baseball
B.S. Vanderbilt University	
M.A. Florida Atlantic University	
BARDWELL, Dana J. ....	Admissions Counselor
B.A. University of New Hampshire	
BARRON, Bruce .....	Assistant Director, Computer Science Admissions
B.A. Auburn University	
M.A. Auburn University	

BEAUBRUN, John M. ....	Assistant Dean, School of Computer Science
B.S.           Embry-Riddle Aeronautical University	
M.S.           Barry University	
BENINGER, Evelyn.....	Database Administrator, Administrative Data Center
BENJAMIN, B. Boyd.....	Special Assistant to the President in Community Relations and Government Affairs
B.A.           University of Oklahoma	
BOWER, Jane .....	Academic Counselor and Portfolio Reader School of Adult and Continuing Edu- cation
B.A.           Mercy College	
M.A.           Michigan State University	
BOYD, Ross .....	Admissions Counselor
B.S.           Purdue University	
BURKE, Reverend Cyril W., O.P.....	Chaplain; Professor Emeritus of Religious Studies
Ph.B.          Providence College	
B.A.           St. Thomas Aquinas	
M.A.           The Catholic University of America	
BURKE, Robert L. ....	Dean, School of Computer Science; Professor of Computer Science
B.A.           Michigan State University	
Ed.D.          Harvard University	
BUTSON-MICKLER, Julie A. ....	Associate Director, Campus Ministry
B.A.           Winona State University	
M.A.           St. Thomas University	
CADE, Sally .....	Assistant Director, Financial Aid
CALLAHAN, Joseph A. ....	Coordinator, South Broward County, School of Adult and Continuing Education
B.A.           Michigan State University	
M.A.           Michigan State University	
CALLAHAN, Marilyn K. ....	Regional Director, Broward and Palm Beach Counties; School of Adult and Continuing Education
B.A.           Michigan State University	
M.A.           Michigan State University	
CAVANAUGH, Sr. Sarah, O.P.....	Associate Vice President for Institutional Advancement
B.S.           Barry University	
M.S.           Barry University	



COLETTI, Eddie A.....	Director, Athletics;
B.S. Bowling Green University	Head Coach
M.A. Kent State University	Women's Softball
Ed.S. Kent State University	
COLLINS, Alex E. ....	Admissions Counselor
B.A. University of Kansas	
COMISKEY, Sr. Jean Kathleen.....	Laboratory Assistant,
B.S. Siena Heights College	Division of Biomedical
M.S. The Catholic University	Sciences
of America	
CONTNEY, Wade.....	Assistant Dean
B.S. Tulane University	of Admissions
M.B.A. Barry University	
COULSON, Louise.....	Admissions Counselor
B.S. Barry University	
COVONE, Michael.....	Associate Director, Athletics
A.A. Miami-Dade Junior	Head Coach, Women's
College	Soccer
B.P.S. Barry University	
CRAWFORD, Donna.....	Director of Alumni
B.S. University of	
Southwestern Louisiana	
B.S. University of Nebraska	
M.S.W. University of Nebraska	
CZERNIEC, Timothy H. ....	Vice President for
B.B.A. Kent State University	Business Affairs
M.Ed. University of Miami	
M.B.A. University of Miami	
DICK, Robert J.....	Director,
B.S. Barry University	Student Activities
EHRlich, Scott.....	Head Coach, Men's Tennis
B.S. Barry University	
EVANS, Chester, A. ....	Dean, School of Podiatric
B.S. University of Miami	Medicine
M.S. University of Florida	
B.Med.Sc. California College of Podiatric Medicine	
D.P.M. California College of Podiatric Medicine	

FREI, Sister John Karen, O.P. ....	Associate Vice President for
B.A. Douglas College	Academic Health Science
M.S. Rutgers University	Center; Dean of Division of
M.B.A. Barry University	Biological and Biomedical
Ph.D. University of Miami	Sciences; Professor of
	Biology
GALVIS, Laura .....	Director, Financial Aid
B.S. Barry University	
GRIFFIN, Michael.....	Director of
B.A. Siena Heights College	Residential Life
M.A. Siena Heights College	
GIBBONS, Sr. Betty, O.P. ....	Assistant
Ph.B. Siena Heights College	Director,
M.S. Barry University	Residential Life
GRUBBS, Nancy B. ....	Director of
B.S. Simmons College	Academic Publications
	and Advertising
GUEST, John C. II.....	Academic Counselor, School
B.S. Barry University	of Adult and Continuing
M.Ed. Florida Atlantic University	Education
GURWIT, Martha.....	Coordinator, Collier and Lee
B.S. University of Missouri	Counties Programs, School
— Columbia	of Adult and Continuing
M.Ed. University of Missouri	Education
— Columbia	
Ph.D. University of Missouri	
— Columbia	
HABAN, Mary B. ....	Admissions Counselor
B.B.A. University of Miami	
HALEY, Diane .....	Assistant Director,
B.A. Florida International	Computer
University	Science Admissions
M.B.A. Nova University	
M.S. Nova University	
Doctoral Candidate, Nova University	
HAROON, Frantz.....	Lab Assistant, School of
B.A. Hunter College	Podiatry
M.A. Hunter College	
HOLLOWAY, David.....	
B.A. University of Miami	
M.S.L.S. University of North Carolina at Chapel Hill	



HURLEY, Sister Marie Carol, O.P.....	Professor Emerita of
B.A. Siena Heights College	Humanities
M.A. The Catholic University of America	Director of Cable Productions
IRWIN, Barbara.....	Director
B.S.Ed. Indiana University of Pennsylvania	Student Development Center
M.S.Ed. University of Miami	
JACKSON, Sister Myra, O.P.....	Director, Personnel Services
B.A. Barry University	
M.B.A. Barry University	
KAPLAN, Marie K.....	Financial Aid Counselor
KILLMEYER, James.....	Director, Physical Plant
LaBAHN, Patricia D.....	Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science
B.A. Creighton University	
M.A. University of Dayton	
M.B.A. Barry University	
Ph.D. Saint Louis University	
LEAHY, Sister Nora, O.P.....	Academic Counselor
B.A. Siena Heights College	Instructor School of Adult and Continuing Education
M.A. Florida State University	
M.R.E. The Catholic University of America	
M.S. Barry University	
LEE, J. Patrick.....	Vice President for Academic Affairs; Professor of French
B.A. Brescia College	
Ph.D. Fordham University	
LEE, Louise S.....	Director of Administrative Data Center
B.A. Georgia College	
M.A. University of Georgia	
LEE, Marni Pilafian.....	Director, Legal Assistant Institute, School of Adult and Continuing Education
B.A. Baldwin-Wallace College	
J.D. Northern Illinois University College of Law	
LEWIS, Melinda.....	Coordinator, Transcript Evaluations, Office of Admissions
B.A. Chestnut Hill College	
LINSENBARTH, Leslie L.....	Coordinator, Brevard County, School of Adult and Continuing Education
B.A. State University of N.Y.	
M.A. State University of N.Y.	

MAGRATH, Kathleen .....	Coordinator Portfolio
B.S. Mt. Marty College	Process; Academic
M.P.A. Nova University	Counselor, School of Adult
D.P.A. Nova University	and Continuing Education
MARTIN, Ian .....	Head Coach, Men's
B.S. Florida International	Soccer
University	
McALOON, Mary Lynn Halsey .....	Head of Reference
B.A. Newton College	Services, Library
M.S.L.I.S. Pratt Institute	
McCLURE, Robert .....	Admissions Counselor
B.S. Barry University	Information Specialist
McCULLOUGH, Alfred J. ....	Director of Marketing,
B.B.A. Iona College	School of Adult and
M.B.A. New York University	Continuing Education
McDONOUGH, Mary Eileen .....	Dean of Academic and
B.S. Chesnut Hill College	Instructional Services;
M.S. Marquette University	Associate Professor
M.B.A. Barry University	of Education
Ed.D. Nova University	
McFADYEN, Sister Elizabeth, O.P. ....	Director, Purchasing and
B.S. Barry University	Auxiliary Services
M.S. Michigan State University	
McGILL, Sister Margaret Mary, O.P. ....	Director, International
B.A. Siena Heights College	Student Center
Ph.Lic. Universidad de Santo Domingo	
Ed.M. Harvard University	
MERCADANTE, Lucille .....	Director, Graduate Nursing
B.S. Teachers College	Program; Professor of
Columbia University	Nursing
M.A. Teachers College,	
Columbia University	
Ed.D. Nova University	
MERCADO, F. Dennis .....	Assistant coach,
B.S. Indiana University	Cross Country
MIMS, William .....	Head Coach, Men's
B.S. Baptist College	Basketball
M.S. Winthrop College	



MONTAGUE, Deborah F. ....	Laboratory Director/Office Manager, Division of Biological and Biomedical Sciences
B.S.           Syracuse University	
M.B.A.       Barry University	
MORGAN, J. Dianne .....	Administrative Aide to the President
MORMAN, Sister Marilyn D., O.P. ....	Associate Vice President for Academic Affairs; Dean, School of Adult and Continuing Education; Professor of Education
B.A.           Siena Heights College	
M.A.           Barry University	
M.S.           Florida State University	
Ph.D.          Florida State University	
MORRIS, Jefferey L. ....	Assistant Dean of Admissions
B.A.           University of the South	
MORRIS, Michele M. ....	Director of University Relations
B.S.           Troy State University	
MORRISSEY, William P. ....	Reference Librarian
B.A.           University of Kansas	
M.S.L.S.       Florida State University	
MORTON-LENYK, Kathleen .....	Assistant to the Director, Student Activities
B.A.           Barry University	
MURNEN, Sister Mary Alice, O.P. ....	Director, Intramural Sports and Special Services; Head Coach, Women's Tennis
B.A.           Siena Heights College	
M.A.T.         Siena Heights College	
M.S.           Barry University	
NELSON, John P. ....	Assistant Dean of Clinics; Assistant Professor of Podiatric Medicine
B.A.           Rutgers University	
D.P.M.         Ohio College of Podiatric Medicine	
NOLAN, Sister Kathleen, O.P. ....	Counselor, Student Development Center
B.A.           Siena Heights College	
M.S.W.         The Catholic University of America	
NUEHRING, Elane M. ....	Associate Dean, School of Social Work
B.A.           Gonzaga University	
M.S.S.W.       University of Wisconsin	
Ph.D.          Florida State University	

O'LAUGHLIN, Sister Jeanne, O.P. ....	President; Professor of Education
B.S.	Siena Heights College
M.S.T.	University of Arizona
M.Ed.	University of Arizona
Ph.D.	University of Arizona
OLSON, Dan .....	Head Coach, Women's Basketball
B.A.	Barry University
O'NEILL, Philip M. ....	Reference Librarian
B.A.	University of Delaware
M.S.L.S.	Columbia University
PALACIO, Ricardo E. ....	Controller
B.B.A.	Florida International University
C.P.A.	Florida
PALMER, Joe L. ....	Associate Dean, School of Adult and Continuing Education
B.A.	North Texas State University
M.A.	North Texas State University
Ph.D.	University of Colorado
PAOLINI, Shirley J. ....	Dean, School of Arts and Sciences; Professor of English
B.A.	Mt. St. Mary's College
M.A.	California State University
Ph.D.	University of California, Irvine
PAREMORE, Shirley S. ....	Coordinator, Homestead Air Force Base, School of Adult and Continuing Education
B.S.	Barry University
M.B.A.	Embry-Riddle Aeronautical University
PEREZ, Nancy .....	Purchasing Buyer
PETRELLO, George J. ....	Dean, School of Business; Professor of Management
A.B.	Montclair State College
M.B.A.	Seton Hall University
Ph.D.	New York University
PICHE, Sister Evelyn, O.P. ....	Dean, School of Education; Professor of Education
B.A.	Siena Heights College
M.A.	Siena Heights College
Ph.D.	Michigan State University
PINE, Nancy M. ....	Reference Librarian
B.A.	University of Pittsburgh
M.L.S.	University of Pittsburgh



POMANTE, Sr. Yolanda, O.P. ....	Director of Buildings, Grounds and Custodial Services
B.A.        Siena Heights College	
M.A.        University of Detroit	
POWELL, Toni A. ....	Coordinator of Staff Development; Counselor, School of Adult and Continuing Education
B.S.        Carnegie-Mellon University	
M.S.        Florida State University	
Ph.D.       Florida State University	
REILLY, Sister Mary L., O.P. ....	Coordinator, North Palm Beach Programs, School of Adult and Continuing Edu- cation
B.A.        Siena Heights College	
M.S.        Barry University	
RIPLEY, Hugh W. ....	Dean, Library Services and University Librarian
A.B.        Syracuse University	
A.M.        Syracuse University	
M.S.L.S.    Columbia University	
RITTNER, Barbara ....	Coordinator, Research and Training Center, School of Social Work
B.A.        University of Connecticut	
M.S.W.      Barry University	
ROBERTS, Robin R. ....	Dean of Admissions and Enrollment Planning
B.A.        Belmont Abbey College	
RODRIGUEZ, A. Fred ....	Assistant Controller
B.B.A.      University of Miami	
ROJAS, Marga ....	Manager, Business Office
ROUSSELL, F. Cecile ....	Project Coordinator, Barry Treasure Coast
B.A.        Barry University	
M.A.        University of Miami	
Ph.D.       University of North Carolina at Chapel Hill	
SALERNO, Haraldean M. ....	Head, Library AV Services
B.F.A.      University of Kansas	
M.F.A.      University of Kansas	
SALINAS, Ana ....	Director, Conference Inter- pretation and Translation Program
B.L.S.      Barry University	
SANDERS, Edwina ....	Assistant to the Registrar
B.P.S.      Barry University	
SAUNDERS, Phyllis T. ....	University Editor
B.S.        Slippery Rock University	
M.S.        Barry University	

SCANLON, Sister M. Elaine, O.P. ....	Director, Research Center
B.A. Siena Heights College	
M.S.W. Loyola University	
SCHOLLMEYER, Grace Merino .....	Dean of Records and
B.A. Barry University	University Registrar
M.S. Barry University	
SCHOOLCRAFT, Victoria .....	Director of Alternative
B.S.N. University of Oklahoma	Options; Associate
M.S.N. University of Texas	Professor of Nursing
Ph.D. University of Oklahoma	
SCOTT, Angela M. ....	Financial Aid Counselor
B.S. Barry University	
SER, Elliot M. ....	Assistant Dean, School of
B.S. American Technological	Business; Assistant
University	Professor of Management
M.B.A. American Technological	
D.B.A. Nova University	
SORDELLINI, Rita J. ....	Executive Assistant
B.S. Barry University	to the Vice
M.S. Barry University	President for Student
	Services
STRECK, Margaret .....	Special Assistant to
A.B. Villa Madonna College	the Vice President
M.Ed. Xavier University	for Student Services
SUNDERMEIER, Louise .....	Coordinator, Broward and
B.P.S. Barry University	South Palm Beach Counties,
B.S. University of the	School of Adult and
State of New York	Continuing Education
TRIGOBOFF, Debbie Cohen .....	Athletic Trainer
B.S. State University of New	
York at Cortland	
M.S. Northwest Missouri State	
University	
ULLOA, Freddy E. ....	Associate Vice
B.S. Barry University	President for
M.B.A. Barry University	Business Affairs
VARGAS, Joseph A. ....	System Administrator,
B.S. Fordham University	Administrative Data Center



WALSH, Sisty.....	Information Specialist, University Relations
B.A.	Manhattanville College of the Sacred Heart
WANKO, George J.....	Vice President for Student Services; Professor of Education; Advisor, University Studies Program
B.S.	Pennsylvania State University
M.S.	Syracuse University
Ph.D.	The Catholic University of America
WEDIG, Reverend Mark, O.P. ....	Director, Campus Ministry
B.A.	Southern Methodist University
M.A.	Graduate Theological Union/Berkeley
M.Div.	Dominican School of Philosophy and Theology
WHITEHEAD, Joseph .....	Head Coach, Men's and Women's Cross-Country
B.A.	Maryville College
J.D.	Nova University
WHITELEY, Beverly M.....	Coodinator, Martin, St. Lucie and Indian River Counties, School of Adult and Continuing Education
B.A.	Florida International University
M.S.	Florida International University
WHITTAKER, Madeleine G.....	Transcript Evaluator, Office of Admissions
B.S.	Chestnut Hill College
M.Ed.	SUNY at Buffalo
WICKER, John.....	Director, Liturgical Music
B.A.	University of Miami
WILLIAMS, Marie .....	Director of Clinical External Programs; Adjunct Assistant Professor School of Podiatric Medicine
B.A.	Immaculata College
D.P.M.	Ohio College of Podiatric Medicine
WORLEY, Mary Rode.....	Broadcast Technician, Telecommunications Department
A.A.	Miami Dade Community College
A.S.	Miami Dade Community College
B.A.	Barry University
WOYCHOWSKI, Vincent C.....	Director of Graphics/Printing

# Faculty

- ALTHOUSE, Stephen J. .... Associate Professor of  
 B.F.A. University of Miami Photography  
 M.F.A. Virginia Commonwealth  
 University
- ALZAGA, Florinda ..... Professor of Spanish  
 M.A. University of Miami and Philosophy  
 Doctora en Filosofia y Letras  
 Universidad de la Habana, Cuba
- AMORE, Bridget ..... Assistant Professor  
 B.S.N. Allentown College of Nursing  
 M.S.N. University of Pennsylvania
- ARMESTO, Laura S. .... Assistant Dean of  
 B.A. Barry University Undergraduate Studies,  
 M.A. Barry University School of Arts  
 Ph.D. University of Miami and Sciences;  
 Associate Professor of  
 English; Chair, Department  
 of English and  
 Foreign Languages
- BEAUCHAMP, Charles J. .... Assistant Professor  
 A.D.N. Quinnipiac College of Nursing  
 B.S.N. University of Hartford  
 M.S.N. Hunter-Bellevue School of Nursing
- BOHNING, Gerry M. .... Professor of Education  
 B.A. Dakota Wesleyan  
 University  
 M.A. University of South Dakota  
 Ed.D. University of Miami
- BRAUZER, Marianne Dodek ..... Associate Professor of  
 B.A. Boston University Social Work  
 M.S. Simmons College



- BRENNAN, Sr. Mary Anne, O.P. .... Academic Coordinator  
 Ph.B. Siena Heights College of English, Humanities  
 M.A. Catholic University and Arts, School of Adult  
 Ph.D. Michigan State University and Continuing Education
- BRETTING, Michael M. .... Associate Professor of  
 B.S. East Carolina University Sport Management; Chair,  
 M.A. East Carolina University Department of Sport and  
 Ph.D. University of Maryland Recreational Sciences
- BROIHAHN, Michael A. .... Associate Professor  
 B.S. The University of Accounting  
 of Wisconsin  
 M.B.A. The University of Wisconsin  
 M.S. The University of Wisconsin
- BUTLER, Sister Beth E. O.P. .... Assistant Professor of  
 B.A. Barry University Criminal Justice  
 M.S. Michigan State  
 University
- BYRNE, Lawrence .... Assistant Professor of  
 B.A. Loyola University English  
 M.A. Boston University  
 Ph.D. Boston University
- CALLAGHAN, Karen .... Assistant Professor of  
 B.A. LaSalle College Sociology  
 M.A. Ohio State University  
 Ph.D. Ohio State University
- CARIFIO, Michael Sweet .... Assistant Professor of  
 B.S. Tulane University Psychology  
 M.S. Auburn University  
 Ph.D. Auburn University
- CARNEAL, Ann S. .... Associate Professor of  
 B.A. Southern Methodist Education  
 University  
 M.A. University of Kentucky  
 Ed.S. University of Kentucky  
 Ed.D. University of Miami
- CARPENTER, Carol Marinas .... Assistant Professor of  
 B.S. Indiana University of Mathematics  
 Pennsylvania  
 M.S. Indiana University of  
 Pennsylvania  
 Ed.S. Barry University

- CASSINI, Charles J. .... Assistant Professor of  
 B.A. The Catholic University of America Philosophy  
 M.A. University of Miami  
 M.Ed. Florida Atlantic University
- CATHER, Melba Jean ..... Professor of Nursing  
 B.A. University of Miami  
 M.A. University of Washington  
 Ph.D. University of South Carolina
- CHERRY, Andrew L., Jr. .... Associate Professor of  
 B.S. Troy State University Social Work  
 M.S.W. University of Alabama  
 D.S.W. Columbia University
- CLARK, Sheryl ..... Assistant Professor of  
 B.S. Florida International University Occupational Therapy  
 M.S. Rensselaer Polytechnic Institute
- CLOTTEY, Ruth ..... Assistant Professor of  
 B.A. Ohio Northern University Marketing  
 M.B.A. Bowling Green State University  
 Ph.D. Oklahoma State University
- CONNOLLY, Michael P. .... Interim Dean, School of  
 B.A. College of St. Thomas Social Work;  
 M.S.S. Fordham University Professor of Social Work  
 M.A. New School of Social Research  
 Ph.D. University of Minnesota
- CURRERI, Angela Ceil ..... Assistant Professor of Art  
 B.F.A. University of Miami  
 M.F.A. University of Kansas
- CVEJANOVICH, George J. Jr. .... Assistant Professor of  
 B.A. Louisiana State University International Studies  
 M.A. Louisiana State University  
 Ph.D. University of Texas
- DAGHESTANI, Eddie ..... Associate Professor of  
 J.D. Damascus University Economics and Finance  
 M.S. Colorado State University  
 Ph.D. Colorado State University
- DAVIDOVITS, Joseph ..... Adjunct Professor of  
 License en University of Rennes Chemistry; Director, In-  
 Sci. Ingenieur University of Rennes stitute for Applied Ar-  
 ENSCR Dr. rer. University of Mainz chaeological Science  
 Nat.



- DAVIS, Linda ..... Instructor in Communication  
 B.F.A. West Virginia University  
 M.A. West Virginia University  
 Doctoral Candidate - Ohio University
- DAVIS, Rosemary S. .... Assistant Professor of  
 B.S. Siena Heights College Biology  
 M.S.C.S. University of Mississippi
- DICKINSON, Thomas K. .... Instructor, Biological  
 B.S. Syracuse University and Biomedical Sciences  
 M.S. Barry University
- DUCHATELET, Martine ..... Associate Professor of  
 B.A. Univ. of Brussels, Belgium Economics/Finance  
 M.A. Univ. of Brussels, Belgium  
 Ph.D. Stanford University
- ELGART, Lloyd D. .... Professor of Law/  
 B.S. Wharton School, Management  
 University of  
 Pennsylvania  
 J.D. Columbia University  
 School of Law  
 D.B.A. Nova University  
 Diploma in Law Oxford University
- EPLEY, Deanna ..... Assistant Professor of  
 B.S.N. Bradley University Nursing  
 M.S.Ed. Florida International  
 University  
 M.S.N. University of Miami
- FARRIS, Charles E. .... Adjunct Associate Professor  
 A.B. Northeastern Oklahoma of Social Work  
 State University  
 M.S.W. St. Louis University
- FIKE, David F. .... Professor of Social Work  
 A.B. Manchester College  
 M.S.W. University of Michigan  
 Ph.D. Ohio State University
- FISHER, George H. .... Associate Professor of  
 B.S. Rollins College Chemistry  
 M.S. University of Florida  
 Ph.D. University of Miami
- FLETCHER, Cynthia ..... Assistant Professor of  
 B.S. Long Island University Nursing  
 M.S.N. Hunter College

FORD, Derna Maio.....	Associate Professor of
A.B. Mt. St. Joseph	Music
On-the-Ohio	
M.M.Ed. University of Colorado	
FURDON, James J. ....	Associate Professor of
B.S. Boston College	Social Work
M.S.W. Boston College	
GALLAGHER, Charles A.....	Professor of Management
B.S.E.E. Illinois Institute of Technology	
M.E.E. University of Florida	
M.S.M. Florida State University	
D.B.A. Florida State University	
GANTER, Philip.....	Assistant Professor of
A.A. Atlantic Community	Biology
College	
B.S. Glassboro State College	
Ph.D. University of North Carolina	
GEISS, Louise M. ....	Assistant Professor of
B.S.N. Barry University	Nursing
M.S. University of Maryland	
GELLENS, Virginia.....	Professor of English
B.A. Seton Hall College	
B.S.N. Case Western Reserve University	
M.B.A. Barry University	
M.S. Barry University	
M.S.W. Barry University	
D.A. The Catholic University of	
America	
GIBSON, Allyn D. ....	Associate Professor of
B.A. Wake Forest University	Social Work
M.S.W. Florida State University	
GLENN, Meredith S. ....	Assistant Professor of
B.S. (E.E.) University of Idaho	Telecommunications
M.S. (E.E.) University of Idaho	
Doctoral Candidate, Nova University	
GOEHL, John F., Jr.....	Professor of
B.S. University of Notre Dame	Physics
Ph.D. University of Notre Dame	
GOTTLIEB, JoAnn K.....	Assistant Professor of
B.S. Adelphi University	Nursing
M.S.N. Adelphi University	



- GRAY, Susan..... Professor of  
 B.A. Caldwell College Social Work  
 M.S.W. Rutgers University  
 M.B.A. Barry University  
 Ed.D. Nova University  
 Ph.D. Barry University
- GRIZZLE, Gary..... Instructor in Sociology  
 B.A. Florida International University  
 M.S. Florida State University  
 Doctoral Candidate Northwestern University
- HANCOCK, Helen..... Associate Professor of  
 B.S. Hampton Institute Social Work  
 M.S.W. University of Pittsburgh
- HARTLEY, Lorraine..... Assistant Professor/  
 B.S. California University of Coordinator of  
 Pennsylvania Business Programs,  
 M.S. California University of Adult Education  
 Pennsylvania  
 Doctoral Candidate, Nova University
- HAURI, Claudia M..... Associate Professor of  
 B.S.N. Barry University Nursing  
 M.S.N. University of Colorado  
 Ed.D. University of Florida
- HAYES, Evelyn P..... Assistant Professor of  
 B.S.N. Boston College Nursing  
 M.S.N. Boston College  
 M.S.W. Brandeis University
- HAYS, Elizabeth T..... Associate Professor of  
 B.A. Keuka College Physiology  
 Ph.D. University of Maryland
- HERVITZ, Hugo..... Associate Professor of  
 B.A. Hebrew University Economics  
 M.Sc. University of London  
 M.A. University of Pittsburgh  
 Ph.D. Indiana University
- HIGGINBOTHAM, Timothy E..... Associate Professor of  
 B.A. California State College Computer Science  
 M.A. University of Louisville  
 Ph.D. University of Pittsburgh

- HOPKINS, Sheila J. .... Assistant Professor of  
 B.S. Central Connecticut State Nursing  
 University  
 M.S.N. University of Connecticut
- HOUSTON, Mary Kay ..... Associate Professor of  
 B.S.W. Colorado State University Social Work  
 M.S.W. University of Denver  
 Ph.D. University of Southern California
- HURLEY, Sister Marie Carol, O.P. .... Professor Emerita of  
 B.A. Siena Heights College Humanities; Director of  
 M.A. The Catholic University Cable Productions  
 of America
- INGRAM, Thomas H. .... Instructor, Physical  
 B.S. University of Florida Education  
 M.A. Florida Atlantic University
- IRIARTE, Jose P. .... Assistant Professor of  
 B.S. University of Tampa Computer Science  
 M.A.T. University of Florida
- JACOBSON, Martha Candance ..... Assistant Professor  
 B.A. Duke University of Psychology  
 M.S. Barry University  
 Ph.D. University of Miami
- JAGADISH, Mysore ..... Associate Professor of  
 M.Sc. University of Mysore Mathematical Sciences  
 M.S. University of Miami  
 Ph.D. University of Miami
- JEHLE, Sister Dorothy, O.P. .... Associate  
 B.A. College of St. Francis Professor of English  
 M.A. John Carroll University  
 Ph.D. Loyola University
- JONES, Robert T. .... Associate Professor;  
 B.S. Syracuse University Chair, Department of  
 M.S. Syracuse University Communication  
 Ph.D. Syracuse University
- JUNGBAUER, Mary Ann ..... Associate Professor of  
 B.A. Immaculate Heart College Chemistry Chair, Physical  
 M.S. University of Notre Dame and Mathematical Sciences  
 Ph.D. University of Notre Dame Department
- KALPHAT, Michael K. .... Assistant Professor of  
 B.S. Barry University Accounting  
 M.B.A. Barry University



- KASHUK, Keith B. .... Adjunct Professor of  
 B.S. New York College of Podiatric Medicine  
 Podiatric Medicine  
 DPM Beth Israel Medical Center
- KELLY, Martha ..... Assistant Professor of  
 B.S. Mt. St. Mary College Nursing  
 M.S. Russell Sage College
- KINZEL, Rochelle ..... Assistant Professor of  
 B.A. Queens College Communication Arts,  
 M.A. Hunter College School of Adult and  
 Continuing Education
- KIRK, Alan Brian ..... Associate Professor of  
 B.S. Samford University Social work  
 M.S.W. University of Alabama  
 Ph.D. Florida State University
- KONCSOL, Stephen W. .... Associate Professor of  
 B.A. Clark University Psychology  
 M.S. Rutgers University  
 Ph.D. Rutgers University
- LAMET, Ann W. .... Assistant Professor of  
 B.S.N. Hunter-Bellevue Nursing  
 M.S. State University of New York  
 at Stonybrook
- LASH, Lewis W. .... Associate  
 B.S. Central Michigan Professor of  
 University Management  
 M.A. University of Michigan  
 D.B.A. Nova University
- LEEDER, Ellen Lismore ..... Professor of Spanish  
 Doctora en University of Havana  
 Pedagogia, University of Miami  
 M.A. University of Miami  
 Ph.D.
- LENNON, Ron ..... Associate Professor of  
 B.A. Long Island University Marketing  
 M.B.A. University of Baltimore  
 Ph.D. University of Maryland
- LEVEEL, Isabelle ..... Instructor in French  
 B.A. Université de Caen  
 M.A. Université de Caen

- LEVINE, Joel..... Assistant Professor of  
 B.A. University of South Florida Computer Education;  
 M.S. Florida International University Director of Computer  
 Ed.S. Nova University Education Programs
- LIGAS, Lucille L. .... Instructor in Mathematics  
 B.S. Indiana University of  
 Pennsylvania  
 M.Ed. Indiana University of  
 Pennsylvania
- LIPNER, Larry E. .... Assistant Professor of  
 B.A. Florida International University Accounting/Finance  
 M.B.A. Nova University
- LIZAMA, Silvia..... Instructor in Art  
 B.F.A. Barry University  
 M.F.A. Rochester Institute of Technology
- LOHR, Cherie ..... Professor of Education  
 B.A. Mount St. Joseph College  
 M.Ed. Miami University  
 Ph.D. Miami University
- LOSITO, James M..... Assistant Professor of  
 B.S. California Polytechnic State University Orthopedics and  
 Biomechanics  
 D.P.M. California College of Podiatric Medicine
- MADDEN, Reverend Daniel P., O.P..... Associate Professor of  
 B.S.C. DePaul University Religious Studies  
 B.Ph., B.Th. Aquinas Institute of  
 Philosophy  
 L.Th., S.T.D. St. Paul University  
 M.Th, Ph.D. University of Ottawa
- MADDERN, David H..... Instructor in Music;  
 B.M. University of Miami Coordinator of  
 M.M. University of Miami Music
- MANSOURIAN, Lida ..... Assistant Professor of  
 B.A. Tehran University Computer Science  
 M.B.A. Oklahoma City University  
 Ph.D. North Texas State University
- MARTIN, James A. .... Associate Professor of  
 B.S. University of Wisconsin Social Work  
 M.S.W. University of Missouri  
 D.S.W. Tulane University



- MELODY, Michael E. .... Professor of  
 B.S. St. Joseph's University Political Science; Coordi-  
 M.A. University of Notre Dame nator of Political Science  
 Ph.D. University of Notre Dame and International Studies
- MENDEZ, Jesus ..... Associate Professor of  
 B.S. University of Miami History; Chair Social  
 M.A. University of Miami Sciences Department;  
 Ph.D. University of Texas at Director, Honors Program  
 Austin
- MERRILL, Thomas J. .... Assistant Professor of  
 B.S. Iowa State University Surgery  
 D.P.M. Dr. William Scholl  
 College of Podiatric Medicine
- MILLER, Neill, L. .... Associate Professor of  
 B.A. University of Denver Physical Education; Coordi-  
 M.S. Smith College nator of Instructional Activ-  
 ities in Sport and Recreation  
 Programs
- MILLER, Stephen D. .... Professor of Education  
 B.S. University of Maine  
 M.A. Syracuse University  
 Ph.D. University of Akron
- MILLER, William J. .... Assistant Professor of  
 B.S.N. University of Pennsylvania Nursing  
 M.S.N. University of Pennsylvania
- MINNAUGH, Patricia ..... Associate Professor of  
 B.A. Barry University Theatre; Chair,  
 M.F.A. The Catholic University Fine Arts Department  
 of America
- MONTAGUE, Jeremy ..... Associate Professor of  
 B.S. SUNY College at Geneseo Biology  
 M.S. Kent State University  
 Ph.D. Syracuse University
- MOORE, Sister Alice Joseph, O.P. .... Professor Emerita of  
 B.Ph. Siena Heights College Education  
 M.A. The Catholic University of  
 America  
 Ph.D. The Catholic University of  
 America
- MOREDA, Irene C. .... Associate Professor of  
 B.A. University of South Florida Social Work  
 M.A. University of Chicago

- NAKANISHI, Manuel ..... Associate Professor of  
 B.A. University of Dubuque Social Work; Director of  
 M.S.S.W. University of Tennessee Field Instruction  
 Ph.D. University of Minnesota
- NEAL, Stephen S. .... Instructor in Theatre  
 B.A. Louisiana State University  
 M.F.A. Florida State University
- NEE, Robert H. .... Professor of Social Work  
 A.B. Boston University  
 M.S.S.W. Boston University  
 Ph.D. University of Chicago
- NICKERSON, Inge ..... Associate Professor of  
 B.S. Louisiana Tech Univ. Management  
 M.B.A. Louisiana Tech University  
 D.B.A. Louisiana Tech University
- NODARSE, Maria Margarita ..... Assistant Professor of  
 B.A. College of the Sacred Heart Spanish  
 M.A. University of Miami  
 Ph.D. University of Miami
- NOLL, Jerome ..... Assistant Professor of  
 B.A. Wabash College Podiatric Medicine  
 D.P.M. Ohio College of Podiatric  
 Medicine
- O'DONNELL, Sister Marie Joannes, O.P.... Professor of Chemistry  
 B.S. Siena Heights College  
 Ph.D. The Catholic University  
 of America
- O'GRADY, Rev. John F. .... Assistant Dean of  
 B.A. Mary Immaculate College Graduate Studies, School  
 M.Div. Mary Immaculate Seminary of Arts and Sciences;  
 S.T.L. College of St. Anselm Professor of Theology;  
 S.T.D. University of St. Thomas Chair, Department of  
 S.S.L. Pontifical Biblical Institute, Theology and Philosophy  
 Gregorian University  
 S.S.D. Pontifical Biblical Institute, Gregorian University
- OWENS, Wayne ..... Associate Professor of  
 A.B. Ohio University Philosophy  
 M.A. DePaul University  
 Ph.D. DePaul University
- PANOS, Peter ..... Associate Professor of  
 B.S. Seton Hall University Communication;  
 M.A. New York University  
 Ph.D. New York University



- PERKEL, Linda K. .... Assistant Professor of  
 B.S.N. University of Florida Nursing  
 M.S.N. University of Miami
- PETERSON, Linda M. .... Associate Professor of  
 B.S. University of Illinois Psychology  
 M.S. University of Miami  
 Ph.D. University of Miami
- PETRELLO, Barbara ..... Associate Professor of  
 B.A. McGill University English and Foreign  
 M.A. Middlebury College, Languages  
 LaSorbonne  
 Ed.D. Rutgers University
- PIERCE, Joanne ..... Assistant Professor  
 A.B. Georgetown University of Religious Studies  
 M.Div. Yale Divinity School  
 M.A. University of Notre Dame  
 Ph.D. University of Notre Dame
- PRIDDLE, J. Edwin ..... Assistant Professor  
 B.S. Eastern Illinois University of Accounting  
 M.B.A. Eastern Illinois University  
 C.P.A. State of Louisiana
- PRINGLE, D. Drew ..... Assistant Professor of  
 B.S. Ball State University of Sport and Recreational  
 M.A. Ball State University Sciences  
 Doctoral Candidate - University of Kentucky
- PRIOR, John A. .... Assistant Professor of  
 B.S. University of Miami Podiatry  
 D.P.M. Pennsylvania College of Podiatric Medicine
- RAIFORD, Gilbert L. .... Professor of  
 B.S. Hampton Institute Social Work  
 M.A. New York University  
 M.S.W. New York University  
 Ph.D. Brandeis University
- RENK, Stephen ..... Associate Professor of  
 B.A. University of Iowa Computer Science  
 M.S. University of Iowa  
 Ph.D. University of Iowa
- RICE, Sister Eileen, O.P. .... Professor Emerita  
 B.A. Siena Heights College of History  
 M.A. University of Detroit  
 Ph.D. The Catholic University  
 of America

- RICHARDSON, Sharyn T. .... Associate Professor of  
 B.A. Aquinas College Social Sciences; Academic  
 M.A. Florida Atlantic University Coordinator for Social  
 Ph.D. University of Miami Sciences, School of Adult  
 and Continuing Education
- RILEY, John M. .... Professor of Social Work  
 B.S. University of Wisconsin  
 M.S.W. University of California at Berkeley  
 Ph.D. Brandeis University
- ROTHMAN, Beulah ..... Distinguished Professor  
 B.S. Long Island University of Social Work; Director  
 M.S.W. Columbia University of Doctoral Program  
 D.S.W. Columbia University
- SACKS, Arlene ..... Associate Professor of  
 B.A. Queens College of the Education  
 City University of New York  
 M.A. St. Joseph's College  
 Ed.D. West Virginia University
- SAMRA, Risë J. .... Associate Professor of  
 B.A. Western Michigan Communication  
 University  
 M.A. University of Michigan  
 Ph.D. University of Arizona
- SAUSE, John P. .... Professor of  
 B.A. Iona College Religious Studies  
 M.A. Manhattan College  
 M.S. Biscayne College  
 Ph.D. Florida State University  
 M.J. Loyola University School of Law
- SCARBOROUGH, Jack W. .... Assistant Professor of  
 B.S. U.S. Coast Guard Academy Management  
 M.B.A. University of Hawaii  
 Ph.D. University of Maryland
- SCHAEFFER, Richard F. .... Adjunct Professor of  
 B.A. Temple University Psychology  
 M.A. Temple University  
 Ph.D. Florida State University
- SCHANFIELD, Lillian ..... Professor of English  
 B.Ed. University of Miami  
 M.A. University of Montreal  
 M.B.A. Barry University  
 M.ST. University of Oxford  
 Ph.D. University of Miami



- SCHANTZ, Shirley R. .... Assistant Professor of  
 B.S.N. Pennsylvania State Nursing  
 University  
 M.S.N. University of Pennsylvania
- SCHUMACKER, Robert L. .... Professor of Computer  
 B.B.A. University of New Mexico Science; Chair, Computer  
 M.B.A. University of Oklahoma Information Systems Dept.  
 Ph.D. University of Washington
- SHANNON, Arlene T. .... Associate Professor of  
 B.A. Queens College Education  
 M.S. Fordham University  
 Ph.D. University of Miami
- SHIELD, Sister Judith, O.P. .... Associate Professor  
 Ph.B. Siena Heights College Emerita of Economics  
 M.A. The Catholic University of America
- SIENA, Sister Marie, O.P. .... Professor of Education  
 B.S. Siena Heights College  
 M.S. University of Michigan  
 Ed.D. Wayne State University
- SILVERMAN, Wade .... Professor of Psychology;  
 B.S. University of Pittsburgh Chair, Psychology  
 M.A. Kent State University Department  
 Ph.D. Kent State University
- SIMPSON, Timothy J. .... Assistant Professor of  
 B.A. San Francisco State Communications  
 College  
 M.A. California State University  
 Ed.D. West Virginia University
- SKLIAR, J. David .... Adjunct Professor of  
 B.A. New York University Podiatric Medicine  
 D.P.M. New York College of Podiatric Medicine
- SLATER, Roslyn C. .... Adjunct Associate  
 B.S. University of New Professor of Social  
 Hampshire Work  
 M.S.W. Florida State University
- SLEEK, George E. Jr. .... Assistant Professor of  
 B.A. University of South Florida of Anatomy  
 Ph.D. University of South Florida  
 College of Medicine

- SMITH, E. Timothy ..... Associate Professor of  
 B.A. Manchester College History  
 M.A. Kent State University  
 Ph.D. Kent State University
- SOLLA, Beryl L. .... Instructor in Art  
 B.F.A. Florida International University  
 M.F.A. University of Miami
- SOUTHERLAND, Charles C., Jr. .... Assistant Professor of  
 B.S. Brigham Young University Podiatric Medicine  
 D.P.M. California College of Podiatric Medicine
- STECHSCHULTE, Sister Agnes Louise, O.P. Professor of Biology  
 B.S. Siena Heights College  
 M.S. University of Detroit  
 Ph.D. The Catholic University of America
- STEIN, Lotte ..... Assistant Professor of  
 Ph.B. University of Chicago Mathematics  
 S.B. University of Chicago  
 M.S. De Paul University
- STEINBERG, Ina H. .... Assistant Professor of  
 B.S. Temple University English; Director of the  
 M.A. University of Maryland Learning Center  
 Ph.D. University of Miami
- STEWART, Bobbie J. .... Professor of Biology  
 B.S. John B. Stetson University  
 M.S. John B. Stetson University  
 Ph.D. North Carolina State University
- STROMBERG, L. O. .... Assistant Dean, School of  
 M.Sc. Institute of Technology Computer Science;  
 M.S. Barry University Associate Professor of  
 D.Sc.E.E. P.A.C. Computer Science; Chair, Computer Science Dept.
- SUAREZ, Rev. Pedro, S.J. .... Professor of  
 B.A. Fordham University Mathematics  
 M.S. University of Miami  
 M.Div. Loyola University of Chicago  
 M.S. Northwestern University  
 Ph.D. Northwestern University



- SUNSHINE, Edward R. .... Assistant Professor of  
 B.A. Loyola University of Theology; Co-Director,  
 Chicago Center for Applied and  
 M.A. Loyola University of Professional Ethics  
 Chicago  
 Ph.D. Graduate Theological Union, Berkeley
- THOMAS, Janice T. .... Professor of Nursing  
 B.S.N. University of Miami  
 M.N. University of Florida  
 Ph.D. University of Florida
- THURSTON, Maxine A. .... Associate Professor of  
 B.S. Indiana University Social Work  
 M.S.W. Florida State University  
 Ph.D. Florida State University
- TOMESKI, Edward A. .... Professor of Management  
 B.S. Fairleigh Dickinson  
 University  
 M.S. Columbia University  
 D.B.A. New York University
- TRAU, Jane Mary .... Assistant Professor of  
 B.A. University of Miami Philosophy  
 M.A. University of Miami  
 Ph.D. University of Miami
- UNTERMAN, Jeremiah .... Associate Professor  
 B.A. Rutgers University of Jewish Studies;  
 M.A. Hebrew University Coordinator of  
 Ph.D. University of California Jewish Studies Program  
 at Berkeley
- URITUS, Ronald M. .... Associate Professor  
 A.B. John Carroll University of Philosophy;  
 M.A. John Carroll University Co-Director, Center  
 M.B.A. Barry University for Applied and  
 Ph.D. St. Louis University Professional Ethics
- VILLEMURE, Sister Paul James, O.P. .... Professor of Mathematics  
 B.S. Siena Heights College  
 Ph.D. University of Notre Dame
- VIZCAINO, Reverend Mario B. .... Director, South East  
 B.A. Gregorian University Pastoral Institute  
 S.T.L. Gregorian University  
 D.T.S. Gregorian University  
 M.A. The Catholic University  
 of America  
 Ph.D. Gregorian University

- WAHLERS, Kathy J. .... Associate Professor  
 B.S. University of Alabama of Communication  
 M.S. Florida State University  
 Ph.D. Florida State University
- WATERS, Henrietta E., ..... Associate Professor of  
 B.S. Central State College Social Work  
 M.S.W. University of Kansas
- WILLEY, R. J. .... Assistant Professor of  
 B.A. California State University English  
 M.F.A. University of Arizona  
 Doctoral Candidate, University of Arizona
- WILLIAMS, John Myers ..... Professor of Education  
 B.A. Wilkes College  
 M.Ed. Pennsylvania State University  
 D.Ed. Pennsylvania State University
- ZARZESKI, Marilyn ..... Associate Professor of  
 B.A. Notre Dame College Accounting  
 M.B.A. Youngstown State  
 University  
 Doctoral Candidate, University of Florida
- ZAYAS-BAZAN, Cecilia ..... Assistant Professor of  
 B.A. University of Miami Social Work  
 M.S.W. Barry University
- ZeBRANEK, James ..... Assistant Professor of  
 B.S. Michigan State University Sports Medicine/  
 M.A. Michigan State University Athletic Training  
 Ph.D. Michigan State University  
 D.O.M. Michigan State University



## Catalog Index

Academic and Instructional Services .....	100
Academic Health Science Center .....	64
Academic Requirements (undergraduate) .....	50
Academic Requirements (graduate) .....	62
Accounting (undergraduate) .....	218
Accounting (graduate) .....	233
Accelerated Option, Nursing .....	304
Accreditation and Memberships .....	2
Address .....	2
Administration .....	341
Administrative Organization .....	336
Admissions—Undergraduate .....	11
Admissions—Graduate .....	21
Admissions—All Applicants .....	11
Adult and Continuing Education, School of .....	103
Advanced Placement Program (AP) .....	23
Advisors .....	48
Allied Health Professions .....	65
Alumni Association .....	30
Anthropology .....	117
Applied Archaeological Sciences, Institute for .....	10
Art .....	118
Art Management .....	119
Arts and Sciences, School of (undergraduate) .....	116
Arts and Sciences, School of (graduate) .....	183
Athletic Training .....	121
Athletics (Intercollegiate/Intramural) .....	27
Athletic Scholarships .....	37
Attendance .....	49
Barry Singers and Keynotes .....	29
BEC Program (Barry Early Credit) .....	60
Biological and Biomedical Sciences, Division of .....	65
Biology (undergraduate) .....	67
Biology (graduate) .....	75
Biomedical Science (graduate) .....	78
Board of Trustees (Registers) .....	335
Broadcast Communication .....	123

Buildings and Facilities .....	7
Business Administration (graduate) (M.B.A.) .....	224
Business, Andreas School of .....	216
Calendar, Academic .....	4
Campus Interchange Program .....	61
Campus Ministry .....	29
Campus Organizations .....	28
Campus Store .....	26
Career Counseling and Student Development .....	25
Change of Major (undergraduate) .....	53
Change of Major (graduate) .....	62
Change of Status (graduate and undergraduate) .....	20
Chemistry .....	124
Chinese .....	125
Class Adjustments .....	49
Class Load (graduate) .....	62
Class Load (undergraduate) .....	53
Class Status .....	53
CLAST Test .....	36
CLEP .....	22
Clinical Psychology (graduate) .....	185
Clubs and Organizations .....	28
Communication Arts .....	126
Communication Media (graduate) .....	188
Computer Education (graduate) .....	251
Computer Education (undergraduate) .....	249
Computer Information Science Minor .....	242
Computer Information Systems (undergraduate) .....	241
Computer Information Systems (graduate) .....	259
Computers in Aviation, MDCC-Barry Cap Program .....	243
Computer Science, School of .....	236
Computer Science (undergraduate) .....	236
Computer Science (graduate) .....	264
Computer Science, Adult Evening .....	237
Conference Interpretation and Translation .....	110
Continuing Education, School of Adult and .....	103
Counseling Services .....	25
Counseling (Community) .....	279
Counseling, Mental Health .....	279
Counseling, Guidance and .....	279
Counseling (Rehabilitation) .....	279
Credit by Examination .....	54
Credit/No Credit .....	55
Criminal Justice .....	127
Cross Cultural Program .....	100
Cytotechnology .....	66
Dean's List .....	57
Degree Programs (graduate) .....	62



Degrees and Majors (undergraduate) .....	51
Diagnostic Medical Ultrasound Technology .....	66
Discounts .....	46
Dismissal .....	33
Distribution Requirements .....	50
Early Admission .....	12
Early Decision .....	12
Economics/Finance .....	218
Elementary Education (graduate) .....	282
Education (graduate), Admission Requirements .....	277
Elementary and Primary Education (undergraduate) .....	272
Educational Leadership .....	281
Employment, Student .....	45
Engineering .....	129
English, Language Institute for (L.I.F.E.) .....	102
English (undergraduate) .....	129
English (graduate) Literature and Rhetoric .....	192
Entry Program .....	101
Exceptional Student Education (graduate) .....	283
Executive Master of Business Administration .....	229
Expenses .....	31
Faculty .....	352
Fees .....	31
Financial Aid .....	31
Florida Tuition Voucher Fund .....	37
Food Service .....	26
Fraternity/Sorority .....	28
French .....	133
Freshmen Students .....	12
Geography .....	135
Good Standing, Probation, Suspension .....	56
Gordon Rule .....	25
Grade Reports .....	49
Grading System (graduate) .....	63
Grading System (undergraduate) .....	54
Grading System, Podiatry .....	63
Graduate Credit for Qualified Seniors .....	56
Graduate Programs .....	62
Graduation Requirements (undergraduate) .....	49
Graduation Requirements (graduate) .....	62
Grants .....	35
Grievance and Appeals .....	49
Guidance and Counseling (graduate) .....	279
Health Care Ministry .....	202
Health Insurance .....	34
Health Services .....	27
History .....	135
History of the University .....	6

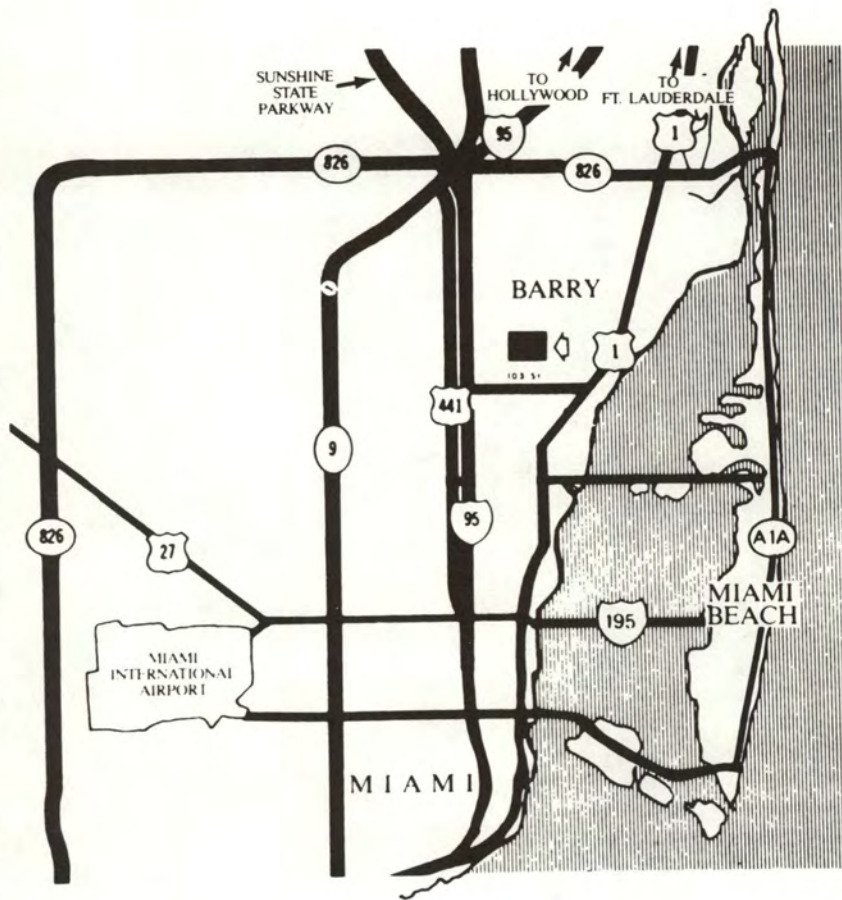
Honor Societies .....	28
Honors, Graduation .....	57
Honors Program .....	58
Hospitality Management .....	218
Housing .....	24
Humanities .....	137
Human Resources Development .....	284
Independent Study .....	54
Insurance, Health.....	27
International Students, Admission.....	15
International Student Services.....	27
International Studies .....	140
Jewish Studies (graduate).....	196
Journalism .....	140
Language Institute for English (L.I.F.E.).....	102
Legal Assistant Institute.....	109
Liberal Studies, Arts & Sciences.....	141
Liberal Studies, Adult and Continuing Education .....	106
Library .....	8
Loans, Student.....	35
Majors (undergraduate).....	51
Majors, Change of (Undergraduate) .....	53
Majors, Change of (Graduate) .....	62
Management.....	218
Management Information Systems .....	242
Map of the Area (directional) .....	375
MARC (Minority Access to Research Careers).....	37
Marine Sciences .....	68
Marketing.....	218
Mathematical Sciences .....	141
Medical Technology .....	65
Mental Health Counseling (graduate).....	279
Miami-Dade Community College Agreement .....	14
Minors.....	53
Mission Statement.....	5
Music.....	144
Music Management .....	145
Music, Performing Groups .....	29
Non-Degree Students (undergraduate).....	20
Non-Degree Students (graduate).....	21
Nuclear Medicine Technology .....	67
Nursing, School of.....	300
Nursing, Accelerated Option .....	304
Nursing, Basic Option.....	301
Nursing, Financial Aid .....	41
Nursing, LPN Option.....	305
Nursing, RN Option .....	302
Nursing, Two-Year Transfer Option.....	304



Nursing (graduate) .....	310
Occupational Therapy .....	72
Off-Campus Enrollment/Transfer of Credit .....	56
Off-Campus Locations, Adult and Continuing Education .....	108
Orientation, New Students .....	26
Parking .....	34
Pastoral Ministry for Hispanics (graduate) .....	209
Peace Studies .....	147
Philosophy .....	148
Photography .....	151
Physical Education .....	139
Physics .....	152
Placement and Career Counseling .....	25
Placement Testing (undergraduate) .....	20
Podiatric Medicine, School of .....	82
Podiatric Medicine, D.P.M. ....	82
Podiatric Medicine-grading policy .....	87
Podiatric Medicine, non-degree .....	83
Podiatric Medicine Scholarships .....	41
Political Science .....	152
Pre-Dental Medicine .....	67
Pre-Engineering .....	154
Pre-Law .....	155
Pre-Medicine .....	67
Pre-Pharmacy .....	155
Pre-Podiatric Medicine .....	67
Presidential Scholarships .....	36
President's List .....	57
Pre-Veterinary Medicine .....	67
Primary Education (graduate) .....	286
Probation .....	56
Professional Accountancy (graduate) .....	233
Professional Studies .....	104
Proficiency Examinations .....	54
Psychological Testing Service .....	26
Psychology (undergraduate) .....	156
Psychology (graduate) .....	185
Publications .....	30
Public Relations .....	158
Reading (graduate) .....	287
Re-Admission .....	20
Recreational Diving Mgmnt .....	158
Recitals and Exhibits, Chorale, Theatre Productions .....	29
Refund Policy .....	32
Registered Nurse (RN) Option .....	302
Repeat Courses .....	57
Room and Board .....	32
ROTC .....	57

Schedule Adjustment .....	33
Scholarships .....	35
Second Bachelor's Degrees .....	61
Servicemember's Opportunity College (SOC) .....	109
Social Science .....	164
Social Work (MSW) .....	319
Social Work, Doctor of Philosophy .....	332
Social Work, School of .....	318
Sociology .....	164
Spanish .....	166
Special Topics .....	54
Speech .....	169
Sport and Recreation, Instructional Activities .....	139
Sports Activities .....	27
Sports Information .....	169
Sport Management .....	171
Status, Class Standing .....	53
Student Government Association .....	28
Student Life Policies .....	24
Student Teaching .....	273
Study Abroad .....	101
Summer Sessions .....	49
Suspension .....	56
Technology, BST .....	107
Telecommunication (undergraduate) .....	173
Telecommunication Management (graduate) .....	199
Testing Services .....	26
Theatre .....	174
Theatre Management .....	175
Theology (undergraduate) .....	177
Theology (graduate) .....	202
TOEFL .....	19
Transfer Students (undergraduate) .....	13
Translation, Interpretation, Spanish Certificate .....	167
Trustees .....	335
Tuition and Fees .....	31
Tuition Discounts .....	46
Tuition Payment Plan .....	33
Tutorial .....	54
Undecided Student .....	102
University Studies (graduate) .....	213
Veterans .....	45
Withdrawal .....	49
Women's Studies .....	181









*Give A Gift That Lasts Forever!*

Have A Scholarship  
Named For  
Someone You Love

For more information contact:

Director of Planned Giving  
Barry University — P.O. Box 82  
11300 NE Second Avenue  
Miami Shores, FL 33161



## Barry University

Office of Admissions

11300 N.E. Second Ave. Miami Shores, Florida 33161-6695

Local (305) 899-3110 In-State (800) 551-0586

Out-of-State (800) 621-3388 Fax: (305) 899-3104